

JOUR 505: Professional Development

Thursday 2:30
4002 Wescoe

Instructor:

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Office Hours:

M-F 8-5 (or by appointment)
117B Stauffer-Flint

Course Description (The WHAT?):

Professional Development is the process of exploring, evaluating, and implementing the sum of your talents and experiences to clarify and achieve the evolving concept of your private and public goals. This is abstract, so I'll be concrete. Every single day students are subjected to a specific cultural violence. This cultural violence looks like marginal stakeholders (relatives, friends, employers, advisors, and so on) asking students to justify their existence. It comes in the form of patronizing and pedantic questions you no doubt are tired of hearing (what are you going to do; what do you want to do; what are you going to do with that?). The problem with this "well-meaning" inquisition is that it implies a convergent and binary future reality, where you will either realize the immaterial goal you've established or fail miserably, wallowing in the gutter with a mouthful of bitter ash. The solution to this cultural violence is to start thinking divergently; it is to compartmentalize aspirations into measurable steps; it is to be more interesting than one static future version of yourself. Professional Development is not getting a job. Researching, applying, interviewing, negotiating, and accepting a job is part of professional development, but it is not the apogee. To repeat, Professional Development is the process of exploring, evaluating, and implementing the sum of your talents and experiences to clarify and achieve the evolving concept of your private and public goals.

Course Goals (The WHY?):

Many of you have had the title of student attached to you since you were five-years-old. With the exception of familial titles (son/daughter/brother/sister), student is likely the most consistent identifier attached to you. Accordingly, the transition after graduation is complex and taxing, but you can be better prepared to navigate these experiences as they happen (to/at/with/all over) you.

By creating a framework of how you will transition after graduation, you will develop the skills to adjust and aspire at the same time. In other words, as you have amazing opportunities offered to you or terrible actions done to you, you will be able to process and move in a successful manner by relying on the process we will explore in this class.

Course Objectives (The HOW?):

The course will be structured in two parts. The first portion will examine your skills and values by having you complete in-class assignments, homework and readings, building a portfolio of assessments and professional materials, and collaborating with peers in class to clarify how you can speak to what it is that you do better than most people. The second portion of the class will be more individually motivated, where you will implement an action plan that will be created collaboratively with me.

Your grade will be based on two components. The rubric is below:

UNIT 1: 50%

Consisting of your in class work, homework, professional materials, and participation.

UNIT 2: 50%

To be determined collectively.

Statements:

Policy on Plagiarism and Fabrication/Falsification: The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence or falsification of evidence. Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications. If you have any questions about what constitutes plagiarism, fabrication, or falsification, please consult me.

Civility: Aside from the obvious association with professional behavior, civility is an expectation in this class. This extends beyond being nice and pleasant. Civility means you are behaving in an ethical, helpful, and patient manner that exemplifies respect, appreciation, and understanding not only toward the people in this class, but the infinite communities outside this classroom, as well.

Calendar (The WHEN?):

19 JAN— *Hi, How Are You?: Introduction (Questionnaire)*

HW:

- Describe your 15 most significant experiences in brief paragraphs. Email me your responses and your resume before the start of the next class.
- Listen to David Foster Wallace's [Commencement Speech](#) delivered at Kenyon College on 21 May 2005.

26 JAN— *Use Value: Finding and defining meaning in your education (3 Spheres)*

HW:

- Review resumes and send me your selection of the 5 best.
- Read [10 Interpersonal Skills](#) and watch [this](#) clip.

2 FEB— *Preferred/Desired/Required: speaking to your ITSO skills (Skills Exercise)*

HW:

- Choose one of your 15 most significant experiences and describe how you demonstrated each of the ITSO skills.
- Review the PR Assistant description that is posted on Blackboard

9 FEB— *RESUME(S/D): all about you on 8/2x11 (Networking Exercise)*

- Watch Amy Cuddy's "[Your Body Language Shapes Who You Are](#)", TED, June 2012.

- Read “[Behavioral Job Interviewing Strategies for Job-Seekers](#)” by Katharine Hansen, Ph.D. from Quintessential Careers.

16 FEB— *Questions? Interviewing and other anxiety-inducing traumas (Interview Exercise)*

HW:

- Read 12 Surprising Job Interview Tips on Blackboard
- Choose one of the employment pages on Blackboard to identify an aspirational position.

23 FEB— *(RE)search: creeping on your future employer (Values Exercise)*

HW:

- Schedule an informational interview with someone who currently does what you hope to do.

2 MAR— *Time to Shine: prepping and preparing for the career fair (featuring Steve Rottinghaus)*

HW:

- Go to the Journalism Career Fair on March 8th

9 MAR— *Dear Pressure: how to stop comparing oneself to others*

HW:

- Conduct informational interview with a family member about their career.

16 MAR— NO CLASS

HW:

- Conduct informational interview with someone who currently does what you hope to do.

23 MAR— SPRING BREAK

HW:

- ENJOY YOUR WONDERFUL LIFE, SAFELY.

30 MAR— *Where Have You Been: I haven't seen you in two weeks*

HW:

- **END of UNIT. Final assignment is due.**