

JOUR 505: Professional Development

Thursday 2:30

202 S-F

Instructor:

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Office Hours:

M-F 8-5 (or by appointment)

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 interrogation 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. The solution to this cultural violence is to compartmentalize aspirations into measurable steps. The solution to this cultural violence 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. 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 classroom and homework assignments will build toward creating a professional portfolio and parallel plans for your future. A combination of discussion, writing, interviewing, listening to experts in the field, analyzing individual responses to guided experiences, assessments,

resume workshop and so on will help identify, research, and initiate contact with multiple professional opportunities.

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

Final Portfolio-	60%
Attendance/Participation-	20%
Class/homework-	20%
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	100%

Statements:

Policy on Plagiarism and Fabrication/Falsification: The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and 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 the professor(s) of this course.

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?):

1/21/16— *Hi, How Are You?:* Introduction

HW: Describe your 5 proudest moments and 3 hardest experiences in 8 brief paragraphs. Email me your responses and your resume before 1/28.

1/28/16— *Use Value:* How values shape and are shaped by our decisions and actions.

Interview: Dan McCarthy

HW: Identify 3 people who have jobs you would enjoy doing, bring their bio, title, and contact information to class. Also, prepare resumes for workshop.

2/4/16— *Preferred & Desired:* Speaking toward skills and qualifications.

Interview: _____

Resume: _____, _____, & _____

HW: Read Adam Grant's NYT article "The One Question You Should Ask About Every New Job" and watch Amy Cuddy's TED Talk "Your body language shapes who are" and prepare for resume workshop. Go the University Career Fair 2/10 from 1-5 in the Kansas Union and bring back 3 contacts you made.

- 2/11/16— *So Tell You About Yourself*: Shaping narrative in interview setting using the STAR technique.
Special Guest: Steve Rottinghaus, Career Coordinator
 Interview: _____
 Resume: _____, _____, & _____
HW: Watch “The Hero’s Journey” video and (sh!) it’s a surprise.
- 2/18/16— *Pop!*: Peppering your answers with details that stick.
 Interview: _____
 Resume: _____, _____, & _____
HW: Review Sam Bell’s CV and email 3 questions.
- 2/25/16— *Is That All?*: Furthering your education, if you’re into that sort of thing.
Special Guest: Sam Bell, Author/Professor
HW: Review portfolios and write your About Me. Attend the Journalism Career Fair in the Kansas Room of the Kansas Union on 3/2 and bring the contact information from at least 3 organizations.
- 3/3/16— *Service Anyone?*: Exploring post-graduate service programs.
 Interview: _____
 Resume: _____, _____, & _____
HW: Read Parul Sehgal’s “How ‘Privilege’ Became a Provocation” from NYT 7/14/15.
- 3/10/16— *Say What*: Language in professional spheres.
Special Guest: Sony Heath, Advisor/Lecturer
HW: TBD
- 3/17/16— Spring Break**
- 3/24/16— and on will be determined collectively