

JOUR 505: Professional Development

Thursday 2:30

204 S-F

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 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 four components. The rubric is below:

Unit 1: Skills	30%
Unit 2: Values	30%
Unit 3: Synthesis	30%
Participation	<u>10%</u>
	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 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?):

Unit 1: Skills

25 AUG— *Hi, How Are You?:* Introduction

HW:

- Sign up for Career Connections through the University Career Center. Call 864-3624, if you are having difficulties.
- Describe your 15 most significant experiences in brief paragraphs. Email me your responses and your resume before the start of the next class.

1 SEP— *Responsorial: Let's be honest, the fact of the matter is, and other nonsense we take as fact.*
(feat. Heather Lawrenz)

HW:

- Read "[Straight From High School to a Career](#)" by Katherine S. Newman and Hella Winston, NYT Opinion Pages 15 April 2016,
- Listen to David Foster Wallace's [Commencement Speech](#) delivered at Kenyon College on 21 May 2005.

- Review my resume for workshop.

8 SEP— *Use Value: Finding and defining meaning in your education*

HW:

- Watch Amy Cuddy’s “[Your Body Language Shapes Who You Are](#)”, TED, June 2012.
- Watch “[The Hero’s Journey](#)”
- Review _____, _____, and _____’s resume for workshop.
- Interviewee _____.

15 SEP— *Questions? Interviewing and other anxiety-inducing traumas*

HW:

- Read “[Behavioral Job Interviewing Strategies for Job-Seekers](#)” by Katharine Hansen, Ph.D. from Quintessential Careers.
- Write your Hero’s Journey w/r/t the most significant period of your life.
- Review _____, _____, and _____’s resume for workshop.
- Interviewee _____.

22 SEP— *Preferred/Desired/Required: speaking to your skills*

HW:

- Attend “Career and Outreach Connection for Seniors” on Wednesday, September 28th at 1:00 pm in the Clarkson Gallery.
- Submit Resume, Portfolio, Narrative, and Aspirational Job

END of UNIT 1: Skills