

I. Course Description

CMM 290 Pre-professional Development (1): Introduction to professions within media and communication for students interested in advertising, public relations, journalism, digital video production and graphic design; includes preparation for internships, introduction to portfolio building, expectations for entry-level practitioners and the basics of industry networking; features presentations by industry professionals. Vocational Discernment course

This course is a pre-requisite to CMM 490 Communication Arts Internship.

Internships and portfolios are required for graduation from SHC's Communication Arts and Graphic Design programs since 2010.

Ideally, this course is taken during sophomore year and students will continue their self-work regarding their transitions from student to professional for the remainder of their academic career and beyond. Your pre-portfolio is checked by your instructor, first in this class and then each time you take CMM/ART 490 (Internship). The final check of your pre-professional portfolio is in CMM 495 Senior Seminar – the capstone course for our major – and takes the place of a final exam in that class.



Things don't just happen; you have to make them happen!

This class should help you GET THERE (professional) from HERE (student). Your future and your pre-professional development require much thought and effort throughout your college years. Think about the process in these steps: **explore**, then **decide**, then **experience** and finally, **transition** from student to professional.

Decision-making is rarely easy, but keep in mind these words from Lewis Carroll's Cheshire Cat: **"If you don't know where you're going, any road will take you there."**

SLB
PHD
APR

SYLLABUS CMM 290

Pre-professional
Development
Fall 2017
Tuesdays
8-9:15

Dr. Sharee Broussard, APR
Office: FA203
Hours: 9 to 10 a.m. MW, 11:30 to 1:30 Mon, 2 to 3 Tu, 11 to 1 W +
appt., email, Skype & cell

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251-380-3842 (O)
251-648-0884 (C)

Please allow 24 hours for a response to an email or text. NOTE: no email, phone or text availability to students after 7 p.m. and no response to texts at all if students do not identify themselves.

Instructor bio available on the faculty page of Communication Arts' departmental website.

You have to know what you want in order to get it. What brings you joy? What are you good at doing? What do you feel called to do? Jesuits call the process of thoughtful consideration *discernment* and encourage the application of this process to important decision making. Here are some resources:

- Boston College: <http://www.bc.edu/content/bc/offices/mission/publications/guide/discernment.html>
- Loyola Marymount: <http://mission.lmu.edu/cis/spiritualresources/decisionsbydiscernment/>
- Ignatian Way: <http://www.ignatianspirituality.com/what-is-ignatian-spirituality/the-ignatian-way/decision-making/>

II. Texts

- CareerBeam [portal for SHC Career Development] http://kudzu.shc.edu/careerdevelopment/?page_id=2933
- Internship section of the CommArts site: <http://departments2.shc.edu/commarts/>
- Stephen Covey's classic *Seven Habits of Highly Effective People* - downloadable summary: <http://www.pnbhs.school.nz/wp-content/uploads/2015/11/7-Habits-of-Highly-Effective-People-Summary-Covey.pdf>
- Items placed in the course's Schoology
- SHC Pathways to Purpose: www.shc.edu/pathways
- Professional Bio:
 - <http://everything-pr.com/professional-biography-tips/71941/>
 - https://www.prdaily.com/Main/Articles/How_to_write_a_bio_that_will_knock_people_out_but_9083.aspx
 - <http://www.prnewsonline.com/9-mistakes-to-avoid-professional-bio>
- Using LinkedIn:
 - <http://www.slideshare.net/LinkedInforGood/linkedin-coaches-university-students-6114>

III. Course Goal, Objectives and Outcomes

Course goal:

Students will actively begin discernment of potential vocation (thinking about their *purpose* and trying to figure it out) and take steps to prepare themselves for graduate school, future professional accreditation or careers in media and related fields.

Course objectives:

1. To prepare students for future internships – *a requirement for graduation from this degree program.*
2. To introduce students to the concept and practice of pre-professional networking
3. To introduce students to multi-format pre-professional portfolios – *a requirement for graduation from this degree program.*
4. To expose students to the varied career paths within the media and communication.
5. To expose students to professionals in the field and their expectations of entry-level professionals
6. To expose students to industry-standard KSAs (knowledge, skills, abilities) as expressed by professional organizations, accreditation standards and professionals.
7. To form leaders engaged in learning, faith, justice and service for life.

Course outcomes:

1. Students will develop a résumé targeted toward their internship searches
2. Students will begin perfecting their pre-professional online portfolios

3. Students will package complex campaigns, plans, stories and other creations into formats suitable for their portfolios
4. Students will attend at least one professional networking event during the semester.
5. Students will conduct at least one informational interview with a professional during the semester.
6. Students should keep in contact with their instructor about career prep through internship and etc. AND after graduation so we can track departmental placement statistics (see p. 3). Hopefully your graduating class will help “keep the stats up” ☺

DEPARTMENTAL STATS			
CMM Class of	% of CMM class in jobs or grad schools or JVC (etc.) by May	within 3 months of graduation: % of those actively seeking employment/applying to grad schools	within 6 months of graduation: % of those actively seeking employment/applying to grad schools placed
2005-2013	25%		More than 80%
2014 (first class - new program requirements)	50%	More than 80%	
2015	54% within two weeks of graduation	More than 80%	
2016	33%	More than 80%	
2017	35%	More than 80%	
2018	52%	More than 85%	

IV. Policies and Requirements

Academic Accommodations: Students with a documented disability wishing to utilize academic accommodations should contact the Center for Academic Support and Advising by calling [251-380-3470](tel:251-380-3470) or emailing casa@shc.edu as soon as possible so that warranted accommodations can be arranged.

Academic dishonesty: Policies enumerated in the *SHC Bulletin of Information* apply. Your work must be your own. Cheating of any kind is subject to disciplinary action, such as a zero on the assignment or an “F” for the course, and could result in your dismissal from SHC. Policies enumerated in the *SHC Bulletin of Information* apply.

ASSUMPTIONS/EXPECTATIONS:

- You will apply what you’re learning about career preparation, yourself, networking and etc. to all assignments as you progress through this course and beyond.
- Every student is prepared for college-level work and wants to learn.
- You care about and will put effort into learning about your field and making yourself competitive.
- Students will review corrections to their work and make an active effort not to repeat the same errors.
- Students will follow directions for assignments.

Attendance: Attendance is required. Policies enumerated in the *SHC Bulletin of Information* apply. Prior notification

and/or an explanation after each absence are expected. Because this class only meets once a week, excessive [more than two] unexcused absences may result in your exclusion from this course. Absences will be excused with proper documentation. Arrive on time. If you are late, see me after class to prevent being marked absent. Two tardies count as one absence. In the event of a flu outbreak or other similar event that may prohibit access to campus, deadlines and requirements must generally be met via online tools.

Courtesy and professionalism are expected at all times. Business casual or business attire is expected for professional networking events.

Department/Division Policy notice: In addition to policies and procedures established in the *SHC Bulletin of Information*, Communication Arts and Integrated Multimedia Center policies/procedures are available at <http://departments2.shc.edu/commarts/policies-procedures>. Stated policies and procedures are upheld by faculty.

Discrepancies: Especially due to texting and other informal forms of communication, if there is ever a discrepancy between casual instruction and the syllabus or written assignment, follow the written instruction.

Early Alert System: Purple Alert is the college's official early alert system. Faculty and staff are able to send an alert to a Student Success Coach about a student's level of engagement and/or performance inside and outside of the classroom. Students who receive alerts should respond to the Student Success Coach in a timely manner so that they can be matched with appropriate resources. For more information, call 380-3472 or email purplealert@shc.edu.

Electronic Devices in Class (SHC Policy): The use of all personal electronic communication devices during class meetings and laboratories is prohibited, except when expressly permitted by the course instructor. All class members are required to turn off or silence their personal electronic communication devices during class meetings. Course instructors are authorized to confiscate personal electronic communication devices and/or impose appropriate academic penalties to implement this policy. *Should your electronic device interrupt the class, you may be asked to leave. If so, you will not be allowed to return and you will be marked absent.*

Extra points: Students can receive extra points in this course for participating in Pathways to Purpose activities and events as well as for attending extra (non-required) professional and community events, etc. Turn in selfies of yourself or your group at the event/activity to receive the extra credit. Because we should all strive to be error free, as in all my courses, students have the opportunity to earn one extra point per any published error in my work for this course (awarded to the first student to catch the error). The maximum extra points allowed for this course is 10, with the following exception:

Formerly a graded assignment – it is highly suggested that you complete your CareerBeam Career Profile Report, which includes various assessments that can help you think through who you are and what you want for the future. CareerBeam is also a tool for job/internship searching. **By Oct. 1**, set up your CareerBeam profile and work through all sections that will yield to your Career Profile Report, which *INCLUDES: quick profile, values, temperament, personality, interests, skills/talents, entrepreneurial aptitude, synthesis, industry, location, corporate culture/organization, leadership, my networking preferences, vision, strengths, goal setting*. Each student who completes this and provides a PDF of the completed work to your instructor will receive an “A” in the course pending satisfactory completion of all other assignments and satisfactory attendance.

Formatting: All work turned in should be typed and error free. Points are deducted for content errors (e.g. missing the point of an assignment or not answering the questions asked), for mechanical errors (e.g. spelling, grammar, word precision, etc.) and for factual errors.

Group assignments occur in this class. Each student is expected to contribute, collaborate and comment as requested per assignment. Reported, documented or evident lack of participation/effort in such activities potentially lead to a grade reduction.

Late work: Assignments are due on the due date! Late work will not be accepted without prior notification, earning a grade of zero. IF late work is accepted, your grade may be penalized (usually 20% deduction).

Official electronic communication will be through Schoology and your SHC email account. You are responsible for information sent to that account. If you do not regularly check your ***@email.shc.edu account, be sure to forward it to the email account you use.

The Office of Career Development and its director, Jeremy Moore (jmoore@shc.edu) are available to help you with your résumé, portfolio, discerning your likes/dislikes/interest areas and etc. Make an appointment and go see him/ here's the website: <http://kudzu.shc.edu/careerdevelopment/>

V. Grading and Assignments

GRADING

Ten-point scale with + or – for highest & lowest in that set (ex. 90 = A-); exception: no A+. Some assignments in this course are highly personal and subjective. In such assignments, points are deducted for missing the purpose of the assignment, mechanical or factual errors as well as lack of effort or lack of depth. Students may earn zeros for assignments not submitted on time OR for lack of contribution to group work. Early work is OK. Late work is not.

Participation/Attendance	30 points
Gantt chart - your fall semester	15 points
Research aspirants + the competition [individual + group]	25 points
One-page résumé, LinkedIn profile, portfolio FIRST EFFORT [individual and group] [completion grade]	50 points
Interview a professional in your area of interest [individual or group]	50 points
Attend a networking event [individual or group]	50 points
Final (résumé, portfolio)	100 points
Final (reflection)	<u>50 points</u>
TOTAL	370 points

ASSIGNMENTS POSTED/DUE ON SCHOOLGY

So that students may plan their work and practice concepts in *The 7 Habits of Highly Effective People*, all assignments include estimates of the amount of time students should invest for proper completion. All class meetings, assignments, etc. = about 50 hours during the semester, which is appropriate for a one-credit-hour class. Do not wait and attempt to rush through assignments. The value of this class will be found through sustained effort over the term.

1. 15 points – Visual overview of your semester – **DUE on or before Aug. 31**
Go through all your syllabi for the term and use <https://www.canva.com/graphs/gantt-charts/> or Monday.com to plug in your assignments to give yourself a visual overview of what's due and when. This will help you with project

planning in general and with scheduling your work this term. **This should take one to two hours.**

2. 25 points per participant – Research aspirants + the competition [GROUP ASSIGNMENT] – **DUE on/before Sept. 18.** Google Sheet assignment.

I estimate that this entire assignment will take about six hours.

- A. You're to each spend about two hours or so researching individuals and organizations that you believe "package" or "showcase" what they do *very well* -- ideally, those you choose should be relevant to/or in the field/discipline in which each student is interested. In the Google Sheets file provided in your group's Google Drive folder, you'll each provide TWO (2) individuals' portfolio URLs [the competition] and ONE (1) organization's [aspirant] "work samples" pages or whole websites that demonstrate what they do *very well*.
- B. You'll also each spend another hour or two reviewing the sites uploaded by your group members and comment on them using the same Google Sheet – agree/disagree with what the person who added it says, any additional commentary + score it on a scale of 10 (best) to 1 (worst) and whether you think you'll be able to use this as an example for your own portfolio.
- C. If you're able to agree on the best ONE of each category: ASPIRANT + THE COMPETITION, please provide those names + URLs in the space provided on the Google Sheet.
- D. Someone from the group should be prepared to introduce their top selections to the class on the due date

ASSIGNMENT RESTRICTIONS:

- These can be online portfolios, company websites, case studies, imagery/video/audio, etc.
 - DO NOT USE EXAMPLES GIVEN IN THIS COURSE PACKET.
 - NO MORE THAN ONE SHC-CONNECTED EXAMPLE [recent grads, alumni, etc.]
 - NO DUPLICATE SITES – every one of the sites provided on a group's Google Sheet should be different.
3. 50 points per participant – 100% error-free one-page résumé, online portfolio base URL & LinkedIn Profile
- I estimate this entire assignment will take between 10 and 15 hours**
- A. 25 points – **On or before Oct. 12**, each student should spend between five and 10 hours preparing his or her one-page résumé, online portfolio URL & LinkedIn profile. Two files should be labeled as indicated and uploaded to the group's Google Drive folder: 1) LAST NAME_Résumé and 2) LAST NAME_URLs
 - B. 25 points – **Oct. 16**, each student should spend between 30 minutes and one hour preparing a feedback sheet for each of the other students in the group using the CMM 290/490 résumé & portfolio rubric sheet [copies will be provided] – turn these feedback sheets in to your instructor for review – clipped together with a separate sheet or notecard containing the reviewer's name. All feedback sheets from peers will be given to the named student for use in perfecting his/her résumé, online portfolio base URL & LinkedIn profile prior to the final submission.

PARAMETERS:

- Résumé
 - Your one-page résumé should be in reverse chronological order and grouped logically with headers
 - Objectives aren't necessary
 - Group like things, especially if they're not related to your major/future career
 - "Part-time and summer employment" 20xx to 20xx: list a, b, c

- “Brand Experience” = coursework done for real clients, volunteer things related to your major and etc.
 - Unless you’re a designer or are actively showcasing your design skills, your résumé shouldn’t be busy – many hiring authorities still want basic text with bulleted format – be sure it’s readable
 - Your online portfolio’s URL should be on your résumé
 - Use action language and SHOW RESULTS (quantify your experiences) where possible
 - Use present tense language for what you’re currently doing and past tense language for what’s past.
- LinkedIn profile
 - Your LinkedIn profile should be similar to your résumé, but not the exact same
 - Use a professional photo
 - Use keywords
- Online portfolio
 - Feel free to use the Weebly started in CMM 251/252 or begin a new online portfolio, but **DO NOT SIMPLY TURN IN YOUR CMM 251/252 Weebly – it needs adjustment.**
 - If you’re currently enrolled in CMM 251/252, please create a different Weebly (or other tool) online portfolio for this assignment **showcasing only your best work + skill range & proficiency, not all assignments.**
 - If you’re past CMM 251/252, pare down your Weebly to showcase ONLY YOUR BEST WORK as you attempt to meet the requirement for résumé/portfolio “A” work according to the rubric for CMM 290/490.
 - Your portfolio base should showcase a minimum of three work samples.
 - You should apply lessons learned from the Aspirant/Competition assignment to your own portfolio.
 - Work can be perfected from class assignments or you can choose to showcase things you’ve done as extracurricular/co-curricular projects or from things done on your own.
 - Have good navigation as well as brief explanations and labels so whoever’s looking at it knows what they’re looking at.
 - Your portfolio should be 100% error free and demonstrate proficiency in industry-related KSAs (knowledge, skills, abilities)
 - All CMM students should be able to include at least one writing sample, samples of photography and multimedia work.
 - Here are some other suggestions of things to consider including in your portfolio:
 - PR = writing samples, media relations work, published pieces, packaged plans, case studies, social media content calendars
 - Advertising = finalized or mock-ups of ads, photography, packaged campaigns, case studies, social media content
 - Digital Video Production = packaged work
 - Journalism = writing samples, published pieces, social media content
 - Graphic Design = finalized work – especially if produced
 - **IMPORTANT NOTES ABOUT PORTFOLIOS:**
 - *Before graduation – by the end of Senior Seminar – you should have several versions of your portfolio: web, printed (PDF). Your final pre-professional portfolio should have no fewer than three examples of your best and most relevant work.*
 - *You shouldn’t put your home address on your online résumé, just electronic methods for contacting you.*
 - *If you’re uploading work to sites that are publicly available on the internet, it is important that you understand and apply methods to protect your ownership of your work: watermark files and PDF whenever possible, add*

4. 100 points – part of your “final” grade for the course – between Oct. 16 and Nov. 6, **invest between five and 10 hours** incorporating feedback from your peers to **perfect your one-page résumé, online portfolio base and LinkedIn profile**. Because your instructor needs an hour or more per student submission, grading for these averages two to three weeks each semester.

5. 50 points – Interview a professional in your field of interest [INDIVIDUAL, PAIR OR GROUP ASSIGNMENT] – **DUE on or before Nov. 2. I estimate this assignment will take three to five hours** [researching people, arranging the interview, determining the questions, conducting the interview, preparing the document to turn in to your instructor]
 - A. Type a one- to two-page double-space typed summary that covers the following:
 1. How did you select the person?
 2. Did you know him or her (and how) prior to this assignment?
 3. What were your pre-determined questions?
 4. What are the top five things you learned from your interviewee?
 5. After discussion with one another, what are at least five concrete steps you can take while in school to prepare yourselves for that field?
 - B. Goal
 - *The purposes of this assignment are for you to find out 1) how the person got to where he/she is today (school, experience, etc.), 2) what your subject looks for in an intern or entry-level professional, and 3) what he or she thinks it takes to succeed in your field of interest*
 - C. RESTRICTIONS
 - If multiple people work on this assignment, do not turn in multiple documents. The names of each person who works on this assignment should be on the document turned in to the instructor and each person receives the same grade.
 - FAMILY MEMBERS, SHC FACULTY OR STAFF, OTHER STUDENTS or RECENT GRADS OF THIS PROGRAM ARE OFF-LIMITS unless you request and receive permission from your instructor at least three weeks in advance of the assignment’s due date.
 - CONDUCT THESE INTERVIEWS EITHER FACE-TO-FACE (preferred); VIA Skype or Facetime; or by phone. DO NOT EMAIL THE QUESTIONS TO SOMEONE AND WRITE YOUR RESPONSES FROM THEIR REPLY.

6. 50 points – Attend one of the monthly networking experiences offered by the local professional groups and write a brief reflection – [INDIVIDUAL, PAIR OR GROUP ASSIGNMENT] – **DUE on/before Nov. 16. I estimate that this assignment will take three to four hours to complete.**
 - A. DO: Research “elevator speech” or personal “pitch” and each prepare one for yourself see for example:
<https://www.monster.com/career-advice/article/how-to-do-an-elevator-pitch>
<https://theinterviewguys.com/write-elevator-pitch/>
<http://sfp.ucdavis.edu/files/163926.pdf>
 - B. DO: Research networking tips online and via any readings your instructor has added to the course folder.
 - C. TURN IN a one-page report indicating the following:
 - Five networking tips you learned prior to attending a networking event. [cite the source(s) using APA style]
 - How did you use these?

- State each student’s “elevator speech” or “pitch”
- Where did you go?
- Who did you meet? [give the names, occupation and business names of at least three people]
- What did you learn about networking or your field of interest?
- How can you benefit from this experience?

D. TURN IN (post) a selfie of yourself or your group at the event on Schoology along with your write up.

7. 50 points – Remainder of your “final” for CMM 290 – REFLECTION – **DUE Dec. 5 by 10 a.m. (date/time of final exam).** *I estimate that this assignment will take about two hours to complete.* Consider everything you’ve been exposed to via **CMM 290** as you complete the reflection:

1. Review CMM 290’s goals, objectives and outcomes and briefly describe your progress on these this semester.
2. The journey from student to professional is a process with these steps: **explore**, then **decide**, then **experience** and finally, **transition** from student to professional.
 - A. Professionally: Where do you see yourself in five years?
 - B. Explain, in concrete steps, at least 10 things you can do over the next two years to ensure your marketability as an entry-level professional and help you achieve your five-year aspirations. List three internships or internship types you may pursue prior to graduation.
3. What do you consider to be the five most important “take-aways” from the whole of CMM 290? [consider speakers, exercises, interactions with professionals, etc.] How can you apply these and/or how can these help you prepare for your future?
4. What did you find most helpful through the whole of CMM 290?
5. Regarding group performance. Provide ratings for yourself and each of your team members = confidential; basis for coaching. Here’s an example of the questions, but this will be collected electronically.

RATE YOURSELF (SAMPLE)					
	5 (strong)	4	3	2	1 (weak)
Participated in group activities					
Listened to others					
Helped & encouraged others in the group					
Task management					
Time management					
Ability to work well with others					
Did my best					
In one sentence, how can you improve your group performance?					

+ one of these for each group member with whom you worked this term

RATING FOR TEAM MEMBER NAME SAMPLE					
	5 (strong)	4	3	2	1 (weak)
Participated in group activities					
Listened to others					
Helped & encouraged others in the Group					

Task management					
Time management					
Ability to work well with others					
I would like to work with this person again	yes			no	
Give a one-sentence, constructive suggestion for this person's group performance improvement:					

VI. Course Schedule CMM 290.01 Fall 2018

BL030 | Tuesdays | class time 8 to 9:15 (meetings 8:15 to 9:15 unless otherwise noted)

WK	DAY	TOPIC	DUE or DO
1	Aug. 21	Intro to course, assignments, etc. Establish groups Q&A about upcoming assignment. Conversation regarding teaching & learning, time management & work planning Brief discussion of online presence and self-checking BadgerExpo & Open House info	DO - READ SUMMARY: <i>The 7 Habits of Highly Effective People</i> (see p.1) & create visual overview of your semester DO – work on visual overview DO – knock out your interview* and networking event* as early in the semester as possible (don't wait until November) – these can be turned in online as soon as they're complete.
2	Aug. 28	More about time management and work planning; About the department; degree; mission; learning outcomes & some expectations – style shifting (AP, APA, etc); importance of measurement, evaluation & results; importance of purpose; BASIC intro to fields	DUE – Gantt chart (project management for your semester) due on Schoology Aug. 31
3	Sept. 4	GUEST SPEAKER – Ashley Rains – SHC MarCom office, former spokesperson Mobile Police Department	[be in your seats by 8:10 a.m.] – sign in sheet DO – work on aspirant/competition assignment (individual + group)
4	Sept. 11	Recap guest speaker take-aways; Q&A on assignment; More on departmental expectations Highlights: résumé, portfolio & LinkedIn	
5	Sept. 18	Student presentations/Assignment discussion – each team show their top individual online portfolio and top organization web presence – why did your team choose as the best / how can you incorporate into your own web presence?	DUE - ASPIRANT + COMPETITION ASSIGNMENT with in-class presentations
6	Sept. 25	GUEST SPEAKER	[be in your seats at 8:10 a.m.]
7	Oct. 2	Recap speaker take-aways; More on fields = freelancing / entrepreneurship (Works for Hire, RFPs, Proposals); graduate programs; Overview KSAs, organizations and award programs. A bit about student groups: AIGA, ADPRO (PRCA/SPRF + AAF), Film & Video Club, Lambda Pi Eta, etc.	Career Profile Report due on or before Oct. 1 (see extra points notation in syllabus)
8	Oct. 9	FALL BREAK – NO CLASS MEETING	DUE - YOUR RÉSUMÉ, PORTFOLIO & LINKEDIN PROFILE LOADED IN GROUP FOLDER BY Oct. 12 DO – Review teammates' submissions

9	Oct. 16	Lessons learned regarding prep for résumé, portfolio, LinkedIn profile; Perception / Professionalism / Etiquette	DUE IN CLASS - Turn in your commentary on your peers' résumés, portfolios & LinkedIn Profiles
10	Oct. 23	GUEST SPEAKER [last day to withdraw "W"]	[be in your seats at 8:10 a.m.] DO - Work on your résumé, portfolio & LinkedIn DO - Work on your interview
11	Oct.30	Recap speaker take-aways; Packaging your work	DUE – WRITE-UP ON YOUR INTERVIEW WITH A PROFESSIONAL
12	Nov. 6	GUEST SPEAKER	[be in your seats at 8:10 a.m.] DUE – FINALIZED RÉSUMÉ, PORTFOLIO & LINKEDIN PROFILE
13	Nov. 13	Recap speaker take-aways; packaging your work	DUE – WRITE-UP ON YOUR PRE-WORK & ATTENDING A NETWORKING EVENT
14	Nov. 20	Day before Thanksgiving Break – class may or may not meet depending upon where we are in topic coverage	
15	Nov. 27	Final Q&A; wrap up the course	
Final due on Schoology Dec. 5 by 10 a.m.			

Schedule adjustments to due dates via Schoology.

*Instructor has resources and can make suggestions about professionals to interview, but it's best if you research your area of interest and find someone locally prominent in that field.

VII. Academic Support Services:

The Center for Academic Support and Advising provides academic support services for all students. For more information on academic support services including academic accommodations and course specific tutoring, visit www.shc.edu/casa. For writing and math tutoring, visit the Center for Academic Excellence, www.shc.edu/cae.

APPENDIX: RESOURCES & RUBRIC

FIELD-RELATED NETWORKING RESOURCES

- Both The Exchange 202 and the Container Yard co-working spaces in/near downtown Mobile host educational + networking type events regularly – usually at no charge. Follow them on social media for notifications:
 - <https://www.facebook.com/TheExchange202/?fref=ts>
 - <https://www.facebook.com/ContainerYardWorks/?fref=ts>
- National Association of Black Journalists – Gulf Coast Association of Black Journalists – contact: gcabj_mobile@yahoo.com
- South Alabama Film Festival – website: <http://www.southalabamafilmfestival.org/>
- Fairhope Film Festival – website: <http://fairhopefilmfestival.org>
- American Advertising Federation-Mobile Bay meets the third Thursday of the month. Student pricing for most events. Student members (dues paid) of AAF attend most events for no charge.
 - <http://www.aafmobilebay.org/>
 - <http://www.facebook.com/AAFMobileBay>
- Public Relations Council of Alabama – Mobile Chapter meets the fourth Thursday of the month. Students attend at a reduced rate.
 - <http://www.prc-mobile.org/>
- AIGA, the association for design, now has a mobile chapter and students are welcome to their events and activities.
 - <https://www.facebook.com/AIGAMobile/>
- The Mobile Chamber of Commerce hosts several networking events each month, like Business-After-Hours, Networking @ Noon, Business Over Breakfast and etc.
 - <http://mobilechamber.com/calendar/>
- ADPRO is SHC's student group affiliated with the Public Relations Council of Alabama/Southern Public Relations Federation and the American Advertising Federation
 - ADPRO periodically brings speakers to SHC's campus or takes field trips to local offices – join the ADPRO Facebook page for updates
 - <http://www.facebook.com/groups/24716137269/>
 - PRCA/SPRF dues are \$25 annually, collected each fall
 - AAF dues are \$35 and paid to the local chapter
 - PRCA/SPRF/AAF Conferences:
 - Southern Public Relations Federation – September – NOLA - <https://sprf.org/Learning>
 - Public Relations Council of Alabama – April
 - AAF 7th district: April
 - AAF national: June
 - PRCA/SPRF/AAF Competitions & Scholarships:
 - Local AAF ADDYs (& STADDYs) entries due in early January. Anyone can enter ADDYs, AAF members enter at a reduced rate.
 - AAF local Bettie Hudgens Memorial Scholarship (\$500) application due in late March/early April
 - AAF 7th district Jan Gardner (\$2,000) & Mosaic scholarships applications due in March
<https://www.aafdistrict7.com/education/>
 - AAF national scholarship opportunities/Stickell Internship Program
http://www.aaf.org/AAFMemberR/Awards_and_Events/Awards/Stickell_Internship.aspx
 - PRCA State Student Medallion Awards, scholarship (\$1,000) and “Student of the Year” award (\$1,000) applications are due in late January – PRCA members only to enter

- PRCA-Mobile Bettie Hudgens scholarship applications (\$500) are due in March & in October

OTHER RESOURCES

Subscribe to free daily or weekly e-mails from:

- Think with Google: <https://www.thinkwithgoogle.com/>
- Media Bistro: <https://www.mediabistro.com/>
- Advertising Age: www.AdAge.com
- American Advertising Federation: www.smartbrief.com/news/aaf
- Institute for PR: http://www.instituteforpr.org/ipr/mailling_list/
- Mobile Area Chamber of Commerce: www.mobilechamber.org (and maybe the local chamber where you'd like to live)
- WOMMA Word: sign up under "Blogs" @ www.womma.org
- KD Paine's Measurement blog: <http://painepublishing.com/katie-paines-measurement-blog/>
- If you have suggestions of other good sites, e-newsletters, blogs, etc. please share with the class

Follow me on Twitter (@shareebroussard) and check out the industry leaders or organizations I'm following like @jeffbullas, @AP, @techcrunch, @fakeAPstylebook, @mashable and etc.

Trade subscriptions in the library and via its electronic resources, such as:

- *Ad Week*
- *B2B (Business to Business)*
- *Communication Arts*
- *How*
- *Marketing News*
- *PR Week*
- *Print*

Professional Organizations [sign up for e-newsletters, Facebook, Twitter, etc.]

- AIGA (professional association for designers): www.aiga.org
- Alabama Press Association: www.alabamapress.org
- AMA Resource Library www.marketingpower.com/ResourceLibrary/Pages/default.aspx
- American Advertising Federation: www.AAF.org
- American Journalism Review: www.ajr.org
- American Marketing Association: www.marketingpower.com
- Digital Video Professionals Association: <http://www.dvpa.com/>
- Editor & Publisher: <http://www.editorandpublisher.com>
- Filmmakers resource links: <http://www.filmmakers.com/links/member/unions.htm>
- Flaunt: <http://www.underconsideration.com/flaunt/> (\$15 per download)
- General/graphic design: <http://designobserver.com/>
- International Documentary Association: <http://www.documentary.org/>
- Journalism - Poynter Institute: <http://www.poynter.org/>
- Lynda (online software training): www.lynda.com (annual or monthly subscription)

- Newspaper Association of America: www.naa.org
- Online News Association: <http://journalists.org/>
- Professional Photographers Association: <http://www.ppa.com/>
- Promotional Products Association International: <http://www.ppai.org/>
- Public Relations Council of Alabama: www.prcanline.com
- Public Relations Society of America: www.PRSA.org
- Society of Professional Journalists: www.spj.org
- Southern Public Relations Federation: www.sprf.org
- Word of Mouth Marketing Association (WOMMA): www.womma.org

Examples of well-packaged work:

- 2010 alumna Alyse Granier Quinn's company, big.vision.co
- <http://www.redsquareagency.com> (our work)
- <http://www.lewiscommunications.com> (our work)
- <http://www.aaf.org> (ADDY winners)
- <http://www.aafdistrict7.com/addys/> (7th district winners)
- <http://www.prsa.org/Awards/Search> (silver anvil winners)
- <http://www.webbyawards.com/webbys/current.php?season=13> (Webby Award winners)
- <http://www.youtube.com/user/EffieWorldwide#g/u> (Effie Award winners = advertising judged based on effectiveness; www.effie.org)
- Suggestions welcome. Please share with the class.

Good tips

- <http://www.slideshare.net/mcorak/creating-case-studies>
- http://www.mediabistro.com/10000words/5-free-sites-to-help-journalists-build-an-online-portfolio_b12982

Online portfolio examples/*How To* info:

- <http://freelanceswitch.com/finding/build-a-killer-online-portfolio-in-9-easy-steps/>
- <http://www.10000words.net/2008/07/15-journalists-outstanding-personal/>
- http://www.alphaomegadigital.com/portfolios_design_creative/
- <http://www.behance.com>
- <http://www.carbonmade.com/portfolios/advertising>
- <http://www.graphicdesignblog.org/impressive-graphic-designer-portfolios/>
- http://www.prsa.org/SearchResults/view/1527/105/PR_portfolios_Putting_your_best_work_forward_in_th

Some CMM Senior Seminar portfolios available at <http://departments2.shc.edu/commarts/portfolios> + a couple of outstanding Graphic Design portfolios: abbeyroam.com & tylerhartlage.com

FREE websites that can possibly host your online portfolio Squarespace.com

- | | | |
|---------------|-----------------------|-------------------|
| • Webs.com | • Behance.com | • Cuttings.me |
| • Wix.com | • CargoCollective.com | • Pressfolios.com |
| • Weebly.com | • Carbonmade.com | • Flavors.me |
| • Blogger.com | • WordPress.com | • About.me |

Student Name: SAMPLE

Portfolio URL: _____

Major: CMM: PR/Ad CMM: Journalism CMM: DVP Graphic Design Other

Number of Artifacts: 5 or fewer 6 to 10 11 or more

Types of artifacts presented: _____

Broussard's RÉSUMÉ & PORTFOLIO Rubric (CMM 290&490)	"A"	"B"	"C"	Unacceptable
Résumé	No grammatical or spelling errors; Résumé is written according to standard format; targeted/area of interest	Few grammatical or spelling errors; Résumé is not quite written to standard format or not quite targeted/area of interest	Many grammatical or spelling errors; Résumé is written without use of standard format; generic	Egregious errors like getting the name of SHC or degree wrong, disprovable information; generic
Portfolio Artifacts (variety)	Artifacts represent a wide variety of kind & origin and range in skillset	Artifacts represent a fairly broad variety of kind & origin and some range in skillset	Artifacts represent some variety of kind & origin and limited range in skillset	Artifacts are limited (restricted to one experience or class); little or no range in skillset
Portfolio Artifacts (proficiency)	Artifacts are exceptional / clearly demonstrate proficiency in skills presented	Artifacts demonstrate some proficiency and general competence in skills presented	Artifacts demonstrate basic competence in skills presented	Artifacts do not demonstrate competence in skills presented
Portfolio Organization	Organization is clearly and explicitly evident; Organizational aids used throughout	Organization is generally evident; Organizational aids used	Organization is somewhat evident; Some use of organizational aids, though not consistently;	Organization is unclear; No organizational aids used; Haphazard order
Grammar & Language Use	Writing is clear, precise and indicates educated usage. No or few minor mechanical errors (grammar, spelling, punctuation) do not detract	Writing is usually clear and precise and indicates educated usage. Some mechanical errors (grammar, spelling, punctuation) detract	Writing is only nominally clear. It is sometimes imprecise. Multiple mechanical errors (grammar, spelling, punctuation) are distracting	Writing unclear. Language is imprecise or inaccurate. Mechanical errors (grammar, spelling, punctuation) are detrimental
Visual Appeal	Original and attractive; Appropriate format; Attention to visual detail highly evident and consistent	Attractive; Appropriate; Attention to visual detail (theme, backgrounds, font, etc.) is evident	Adequate; Some attention to visual detail is evident, though it is sporadic and sometimes careless	Inadequate; Little to no attention to visual detail is evident; Inconsistent; Messy