

JOUR 505: Professional Development

Thursday 2:30

204 Stauffer-Flint

Course Description:

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 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 have imagined 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 you. Professional Development is not getting job. Researching, applying, interviewing, negotiating, and accepting a job is part of professional development, but it is not the apogee. This course seeks to explore the porous space between personal and professional development, while constructing a methodology for achieving aspirations. 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:

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 course will consist of readings, clips, videos and exercises designed to create a portfolio of your professional materials, target individuals in aspirational fields and gather advice from them, and construct a plan that will be implemented at the end of the semester. Occasional experts will visit to discuss their experiences or illuminate the topic of that day's discussion. More information on this will be forthcoming.

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.

Weapons Policy: Individuals who choose to carry concealed handguns are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and KU weapons policy. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

Be mindful that class activities will require students to be actively moving around the classroom, so individuals who choose to carry must transport their concealed handguns with them as the exercises progress.

Rubric:

This course will consist of 3 Units. Unit 1 will be portfolio based, consisting of seven exercises and your resume. Unit 2 will be created in collaboration with me during a face-to-face conversation the sixth week of class (September 24th-28th). Unit 3 will be an independently created SMART Plan.

<i>UNIT 1:</i>	30%
<i>UNIT 2:</i>	30%
<i>UNIT 3:</i>	30%
<i>Et Al.*:</i>	10%

*Consisting in this category are matters of attendance, participation, engagement, and other related behaviors.

Deadlines:

UNIT 1:	9/21/18 at Noon
UNIT 2:	10/26/18 at Noon
UNIT 3:	11/30/18 at Noon

Materials:

All materials will be provided through Blackboard

Schedule:

23 AUG: Welcome
HW—

- Email me an updated copy of your resume
- Bring your 15 Significant Experiences Exercise to class
- Contact the person who made a difference and read them what you wrote

30 AUG: Skills
HW—

- Complete 3 Spheres Exercise
- Read Advice from Recent Grads
- Join LinkedIn and contact me.

6 SEPT: Values
HW—

- Schedule an appointment with me for the week of the 27th of September
- Review the job databases attached
- Email me the itinerary of your perfect day

13 SEPT: Identity and Identifying
HW—

- Review Eric Morgenstern's bio and email me three questions for his presentation
- Read the UC-Berkley Informational Interviewing page (<https://career.berkeley.edu/Info/InfoInterview>)
- Remember to turn in your completed portfolio tomorrow

20 SEPT: Goals
HW—

- Attend at least two Jayhawk Generations events
- Email me the top three resumes for the class; you may not choose your own.