Summer 6-15-2017

ENG 4060-600: English Studies Career Dev

Terri Fredrick
Eastern Illinois University

English Studies Career Development   ENG 4060-600
Summer 2017 | (1 credit)

Course Description

This course is designed to help you prepare for your post-graduate professional experiences. In this course, you will research job openings and professional organizations, analyze your own professional skills and abilities, and read course materials related to career development. As part of the class, you will create your final resume, a cover letter template, a print portfolio, and a professional website or online portfolio.

Required Course Materials

Reading materials:
Smith and Haimes-Korn. *Portfolios for Technical and Professional Communicators*
Other assigned reading available as links through D2L

Technology needs:

To complete this course successfully, you will need to access the following:

- **Regular access to a computer with reliable internet and speakers.**
- **D2L.** We will use a range of features, including email, discussion boards, content, and dropbox.
- **Microsoft Word--the full version or some other software through which to create a well-designed resume**.
- **Adobe Reader or Adobe Acrobat**. You will need to open and read PDFs.
- **LinkedIn** (free social media platform for professional networking and job searching)
- **Wix, Wordpress,** or some other online space for creating and hosting your online portfolio or website. (Wix and Wordpress are free. Some other options may cost a hosting fee but might offer you more options. It's your decision.)

As you build your online portfolio/website and establish your LinkedIn account, you will probably need to use help menus and internet resources. I am happy to provide assistance in using any technologies that you struggle with. Because providing help and resources takes time, you should make requests for tutorials well in advance of assignment deadlines.

Course Requirements

Job Search project: In this three-part project, you will research to find ten jobs you might be qualified to apply for. You will then write an analysis of one of those ads.

Resume/Cover Letter. You will create (and revise and revise and revise!) your resume and a sample cover letter.

Web portfolio and LinkedIn. You will build an online professional portfolio and LinkedIn profile targeted toward potential employers or clients.

Homework/participation. The usual stuff.

Assessment

Assignments will be evaluated holistically in areas such as content, organization, expression/delivery, correctness, and layout/visual impact as adapted to the audience, purpose, and context for which you are communicating. Each assignment will include specific criteria.

The grade breakdown for assignments is below. Note: I reserve the right to make additions and alterations to this assessment breakdown should the need arise. Students will be informed in class and in writing prior to any changes being made.

Assignment	% grade
Job search project	10
Resume/cover letter	20
Web portfolio	40
Homework / participation	30

The grading scale for this course is as follows:

90–100	A
80–89.9	B
70–79.9	C
60–69.9	D
59.9 and below	F

At the end of the semester, if a student's grade is within 0.9% of the next highest letter grade, I will use the following to determine whether the grade will be rounded up:

- Student met all deadlines for graded assignments. All assignments were complete at the time of submission.
- Student missed no more than one required practice exercise or discussion board post.
- Student took advantage of optional opportunities to revise or submit drafts for feedback.
- Student took regular, timely advantage of opportunities for additional practice (e.g., optional self-assessments posted to D2L, office hour sessions with Dr. F).
- Student received positive feedback from client and/or peers regarding the *process* of collaboration (e.g., meeting deadlines, communicating frequently, participating in meetings, helping to minimize conflict)

Expected Conduct

This class focuses on communicating effectively in professional settings. Communication within many organizations now takes place online, and this class will offer you plenty of opportunity to practice. Participation looks different in an online environment than a face-to-face environment, but active, positive

interaction remains an important part of successful classes and professional organizations. To that end, I direct your attention to the following course policies:

- Meet deadlines established for the course.
- Log into D2L daily to see if there are emails, discussion board posts, or assignment feedback that you should respond to. (You may also choose to have email notifications sent to your regular email every time someone contacts you through D2L mail.)
- Write all class correspondence (e.g., emails, discussion posts, text messages) professionally according to the expectations of the business world. Expect to receive feedback from me on the style, tone, content, and organization of your emails, texts, discussion board posts, etc.
- Communicate regularly with peers and me. When receiving a message that you cannot address substantively at this time, send an acknowledgment that you have received the message and state when you will respond substantively.
- In this course, you will need to use advanced features of software such as Microsoft Word, LinkedIn, and Wix. I will provide links to tutorials and out-of-class assistance at your request, but I expect you to be willing to develop the software skills you need to complete projects effectively.
- All major assignments listed in the table above must be completed in order to pass the course.
- Scholarly integrity and ethics: students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct. Violations will be reported to the Office of Student Standards. If you are in doubt of the appropriate way to identify your source, check with me before turning in the assignment. If you have any questions regarding appropriate handling of sources, collaboration, or past work, talk with me before turning in an assignment.

If circumstances arise that may impact your ability to maintain our course policies, address the situation as you would in the workplace—professionally, courteously, and in advance.

Contact Information

You may reach me in one of the following ways:

1. **Call or text** me at (217) 714–6028 anytime Monday–Sunday 8 am–10 pm. If you text me, please identify yourself by name and course.
   Note: From May 23–30, I will be at a teaching conference where the cell phone reception is notoriously bad. I will check my messages once or twice each day and will return any calls or texts that I have received.

1. **Email** me through D2L. If you need to send me a large attachment or a link in Google Drive, send it to tfredrickwork@gmail.com. I try to respond to emails within 24 hours Mondays through Fridays. If it has been more than 24 weekday hours since you emailed me, feel free to contact me again.

Information for Students with Disabilities

Most accommodations may be easily met in this class. If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS).

All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 206, or call (217) 581–6583 to make an appointment.

The Student Success Center / Writing Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call (217) 581–6696, or go to Ninth Street Hall, Room 1302.

Students who would like assistance with writing assignments from this or any other course may meet online or face-to-face with a Writing Center consultant. The Writing Center works with students from all disciplines, majors, and academic backgrounds at any stage of the writing process. To make an appointment for a face-to-face or Skype session, call (217) 581–5929, or go to Coleman Hall, Room 3110.

Your learning objectives for week one:

- Reflect on your preparations, skills, interests, and abilities and analyze how those prepare you for particular post-graduate professional experiences
- Learn to locate relevant job ads using several different search methods
- Analyze job ads closely to interpret the type of job being advertised and your qualifications for the job

Week 1 Activities

Readings and assignments should be completed by the end of the day indicated.

Monday

1. Complete "Orientation to ENG 4060" module

Tuesday

1. Read the following:

- *Portfolios*, pp 143–157
- The Best Job Sites: Making the Job of Looking for a Job a Little Easier
- 10 Online Gold Mines for Finding Paid Freelance Writing Jobs

2. Complete Part 1 of the Job Ad assignment, linked below.

Wednesday

1. Complete Part 2 of the Job Ad assignment, linked below.

Thursday

1. Read *Portfolios*, Chapters 1–2

2. Complete four reflection activities, linked below, each as a separate thread in your reflection journal

Friday

1. Complete Part 3 of the Job Ad assignment, linked below.

Supplemental Materials for week one

1. Career Options and Jobs for English Majors

2. Best-Paying Jobs for English Majors

3. Five English Majors Talk Jobs and How They Landed Them

4. Five Well-Paying Jobs You Can Land with an English Major

5. English Majors: We're Finally in Demand! Some Tips to Not Screw It Up

Your learning objectives for week two:

- Learn strategies to construct an effective resume and cover letter
- Develop a plan for putting together an online portfolio or website that highlights your professional skills and ability

Week 2 Activities

Readings and assignments should be completed by the end of the day indicated.

Tuesday

1. View the following class videos:

- Resumes: General Guidelines (5:23)
- Resumes: Basic Sections (5:59) Covers contact information, objective statements, education, work experience, and references
- Resumes: Additional Options (6:27) Covers clubs, awards, languages, study abroad, computer proficiencies, and more
- Resumes: Design Basics (4:04)
- Cover Letters (7:15)

Read the following:

- Purdue OWL, Job Search Writing
- Emily Moore, 6 Resume Mistakes to Avoid at All Costs
- 3 Secrets to an Influential Resume Summary
- What is a Functional Resume?

2. Complete first draft of resume and cover letter. Save your files as LastName_Resume-version1 and LastName_CoverLetter-version1. Upload the saved files to the dropbox below.

Wednesday

1. Read *Portfolios* Chapters 3–5

2. Complete Professional Portfolio and Website Samples assignment, linked below.

3. Complete Reflection Activity #5, linked below.

Friday

1. Complete Portfolio plan assignment, linked below.

Supplemental Materials for week two

1. How to Tell if a Job is Really a Scam

2. Glassdoor company reviews: Find out what it's really like to work for a particular company [to receive full access to this site, you will have to review a company you have worked for]

3. If personal connections dramatically increase your chances of getting a job, how can you pursue a job if you don't already have personal connections. Here, one student describes How I Used LinkedIn to Get My Dream Job after College

Your learning objectives for week three:

- Revise your resume and cover letter based on feedback
- Develop an online portfolio or website that highlights your professional skills and abilities
- Create a LinkedIn account that maximizes its features to highlight you as a professional

Week 3 Activities

Readings and assignments should be completed by the end of the day indicated.

Tuesday

1. Revise resume and cover letter based on the feedback received from Dr. F. Save your files as LastName_Resume-version2 and LastName_CoverLetter-version2. Upload the saved files to the dropbox below.

Thursday

1. Complete first draft of online portfolio or website. Start a thread in the Portfolio/Website Review discussion. Include in the thread a link to your portfolio/website and any questions or concerns that you have about your site.

2. Set up your LinkedIn account. Send a request through LinkedIn to connect with Dr. F (Terri Fredrick).

Friday

1. The Portfolio/Website Review discussion (linked above) is divided into groups of three; two of your classmates should have posted a thread about their portfolio in the same discussion topic as you. For each of your two assigned peers, review their portfolio or website carefully. Then write a detailed comment below your peer's post describing the strengths you see and your suggestions for improving the portfolio/website.

Supplemental Materials for week three

1. The Ultimate Cheat Sheet: A Visual Guide to Achieving LinkedIn Profile Perfection in 7 Steps

Your learning objectives for week four:

- Revise your online portfolio or website based on feedback
- Develop strategies for succeeding in face-to-face, phone, and video interviews
- Create a job search plan

Week 4 Activities

Readings and assignments should be completed by the end of the day indicated.

Monday

1. Read the following:

- Portfolios Chapters 8–9

2. Complete the Interview Analysis Discussion, linked below.

3. Complete Reflection Journal #6: Preparing Responses to Interview Questions, linked below.

4. [optional]: Schedule mock Skype or telephone interview with Dr F. If you would like to schedule a 20- to 30-minute mock interview with feedback, send an email with the times this week between 9 am–10 pm that you would be available.

Thursday

1. Submit link to revised online portfolio or website to Dr. F

2. Complete your Job Search Plan, linked below.