# USCAnnenberg
School for Communication
and Journalism

## COMM 205x: Communication Practicum
### Units: 2
### Fall 2015—Tuesday—8-9:20 am
### ASC G38

**Instructor:** Laurel Felt, PhD; www.laurelfelt.org
**Office:** USC Joint Educational Project ("JEP House"), 801 W. 34th Street
**Office Hours:** Thursdays, 10am-12pm
**Contact Info:** felt@usc.edu | 213.740.1814 (office)

**Annenberg Virtual Commons:** http://vc.uscannenberg.org/annenberg-it
**Annenberg IT Help Desk:** ASC 234 | asctech@usc.edu | (213) 740-3901

## Course Description
This course is designed to provide insights and tools to help you evaluate your career field of interest by bridging your classroom learning with "real world" experiences. This will be an applied setting for students to examine the theories and practices of professional workplace environments from a communication perspective. Students will utilize a range of research methods to examine an ongoing internship. Both an internship supervisor and professor will review students' performance.

## Learning Objectives
- To provide students with an opportunity to receive credit through a series of independent academic and practical activities as they simultaneously negotiate a pre-professional internship experience.
- To support students' deeper understanding of their particular professional arena by encouraging them to follow current events, contribute to relevant conversations, create a personal brand, and reflect broadly on their diverse experiences.
- To host a forum in which students can exchange internship information and advice, process experiences, solicit recommendations, and develop a learning community.

**Prerequisites:** Sophomore standing; completion of at least 1 core Communication course
**Co-Requisites:** Students must work a minimum of 8-10 hours per week at their internship site. An internship supervisor must agree to complete an end-of-semester evaluation of a student's performance.
**Recommended Preparation:** Get an internship. Create a resume and cover letter. Consider your favorite skills, personal learning style, priorities, and purpose.

## Course Notes
1. **Grading**
   a. This course is graded CR/NR. The passing grade for CR is a C-.
2. **Blackboard**
   a. Blackboard will function as this course's "hub."
   b. The instructor will post readings to Blackboard, post Announcements to Blackboard, and send those Announcements as emails via Blackboard.
   c. Students will submit assignments to Blackboard via Turnitin.
3. **Social media**
   a. Each student will create a public blog via a free blog site (e.g., blogger.com, wordpress.com, livejournal.com, etc).

## Technological Proficiency and Hardware/Software Requirements
This class requires a moderate level of technological proficiency. The instructor believes in all students' capacity to learn and grow, and values the resources that USC provides so that students may enrich their technological proficiency. Some of these resources include: Annenberg Virtual Commons, Annenberg IT Help Desk, USC Information & Technology Services (http://itservices.usc.edu/), USC Libraries (http://www.usc.edu/libraries/), Lynda.com.

Peers' assistance is priceless. The instructor will happily meet with you one-on-one. Regardless of one's technological proficiency pre-COMM 205, all students can succeed.

In terms of hardware/software, none is required. Everything can be done via web browser.

## Required Readings
- Garner, Bryan A. (2013). *HBR Guide to Better Business Writing: Engage readers, tighten and brighten, make your case*. Boston: Harvard Business Review Press.
- Every article, video, and book chapter posted to Blackboard under "Readings" tab

## Recommended Readings
- Leifer, Carol. (2014). *How to Succeed in Business Without Really Crying: Lessons from a life in comedy*. Philadelphia: Quirk Books.
- Harvard Business Review. (2010). *On Managing Yourself.* Boston: Harvard Business Review Press.

## Grading Breakdown, Description and Assessment of Assignments

| ASSIGNMENT | POINTS | % of Grade | CRITERIA |
|---|---|---|---|
| Goals List | 50 | 5% | **5 People to Take to Coffee**<br>**4 Skills to Develop** (ex: managing social media, pulling looks for celebrities)<br>**3 Projects to Support** (ex: assist with Emmy's after-party, general script coverage)<br>**2 Careers to Explore** (ex: Publicist)<br>**1 Dream to Realize** (ex: sit in on an executive meeting)<br>LENGTH: 15 items; TIMELINESS: Due 9/15 |
| Annotated Goals List | 150 | 15% | **1. Completeness**: Tell the story of each item – when you accomplished each goal, what you learned from the experience, etc.<br>**2. Technical writing merit** (e.g., grammar, spelling, etc)<br>**3. Logistical requirements**<br>LENGTH: 1 paragraph/item; TIMELINESS: Due 11/24 |
| Resume – First Draft | 50 | 5% | **1. Structural soundness** (e.g., name and address info at the top, educational experience, professional experience, skills, statements that begin with action verbs, results statements)<br>**2. Technical writing merit** (e.g., grammar, spelling, etc)<br>**3. Aesthetic value** (e.g., font size, font style, layout, line breaks and paragraph lengths, negative space, etc)<br>→ Consider "Will reading this hurt my eyes?"<br>**4. Logistical requirements**<br>LENGTH: 1 page; TIMELINESS: Due 9/29 |
| Resume – Second Draft | 150 | 15% | **1. Structural soundness** (e.g., name and address info at the top, educational experience, professional experience, skills, statements that begin with action verbs, results statements)<br>**2. Technical writing merit** (e.g., grammar, spelling, etc)<br>**3. Aesthetic value** (e.g., font size, font style, layout, line breaks and paragraph lengths, negative space, etc)<br>→ Consider "Will reading this hurt my eyes?"<br>**4. Logistical requirements**<br>IMPROVEMENT: Incorporation of instructor and peer feedback, revisions according to readings/examples<br>LENGTH: 1 page; TIMELINESS: Submitted by 11/17 |
| Cover letter – First Draft | 50 | 5% | **1. Structural soundness** (e.g., address information, date, greeting, name of position, relevant experience, closing, etc)<br>**2. Technical writing merit** (e.g., grammar, spelling, proper paragraph indenting and spacing, sentence variation, parallelism, etc)<br>**3. Aesthetic value** (e.g., font size, font style, paragraph lengths, negative space, etc)<br>**4. Logistical requirements**<br>LENGTH: 1 page; TIMELINESS: Submitted by 9/29 |

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|---|---|---|---|
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| Mock Interview | 50 | 5% | **1. Respectful, active listening** (e.g., making eye contact, leaning forward, nodding, responding verbally or non, etc)<br>**2. Professional language** (e.g., lack of slang, verbal fillers, run-on or mono-syllabic sentences, etc)<br>**3. Credible responses** (e.g., honest and professional answers to questions)<br>DUE IN CLASS: 11/10 |
| Elevator Speech | 50 | 5% | **1. Structural soundness** (introduction, goal, why, qualifications, closing)<br>**2. Speaking best practices** (e.g., eye contact, hand gestures, stance, facial expressions, non-verbal fillers, etc)<br>**3. Logistical requirements**<br>LENGTH: 60 seconds  DUE IN CLASS: 11/24 |
| Informational interview memo | 200 | 20% | **1. Structural soundness** (e.g., header info, stating problem, offering recommendations, etc)<br>**2. Technical writing merit** (e.g., grammar, spelling, etc)<br>**3. Logistical requirements**<br>LENGTH: 2-3 pages  TIMELINESS: Due 12/15 |
| Participation | 100 | 10% | **1. Respectful, active listening** (e.g., making eye contact, leaning forward, nodding, responding verbally or non, etc)<br>**2. Proper use of technology** (e.g., stowing cell phone, closing email, writing/typing solely to note-take)<br>**3. Relevant, generous sharing** (e.g., giving internship updates, making suggestions, brainstorming with peers, answering questions, asking questions, etc)<br>**4. Logistical requirements**<br>ATTENDANCE: Perfect OR one absence with a doctor's note OR one late arrival/early departure of no more than 15 minutes |
| TOTAL | 1000 | 100% | **BE PROFESSIONAL** |

## Assignment Submission Policy
1. **Written work – personal (e.g., reflection papers, resume, cover letter, memo)**
   a. Post to Blackboard via Turnitin link by 11:59 pm on the due date
   b. *If you experience difficulties with Blackboard, then email the assignment to the instructor by 11:59 pm on the due date*
2. **Spoken work (e.g., interview simulations elevator speech, discussions)**
   a. Share in class on the due date

## Additional Policies
1. **Late and unfinished assignments**
   a. Any material turned in late will be reduced one letter grade per calendar day late.
   b. Students must complete all assignments in order to receive credit in the course.
2. **Late arrival to and early departure from class**
   a. Class meetings are precious! Don't miss class. DON'T.MISS.CLASS.
   b. Due to extenuating circumstances, for a period of up to but not exceeding 15 minutes, you may ONCE arrive late or ONCE depart early from class without penalty. You cannot arrive late once AND leave early once. No no no.
   c. If you arrive late more than once, depart early more than once, or the amount of time by which you are late or leave early exceeds 15 minutes, then I will record an unexcused absence. One unexcused absence confers a participation penalty.
3. **Absent from class**
   a. Class meetings are precious! Don't miss class. DON'T.MISS.CLASS.
   b. With a doctor's note, you may miss class once without penalty. Missing 2 or more classes is problematic and will be evaluated by the instructor.
   c. One unexcused absence confers a participation penalty. Two or more unexcused absences will result in failure to pass the class.
4. **Use of technology in the classroom**
   a. Cell phone use is prohibited.
   b. When your peers are speaking, your laptop and/or tablet should be closed. The instructor vehemently expects students to practice respectful, active listening. Why? Because doing so helps speakers to feel safe, and safety is non-negotiable. The instructor will not tolerate anyone hurting anyone. This also helps everyone to develop the capacity to focus, engage, connect, and collaborate. Such skills are imperative for 21$^{st}$ century workplaces. If your peers' ideas demand documentation, then you may take notes via paper and/or follow up later and ask them to repeat.
5. **Grading questions**
   a. After receiving a grade, students must wait for 24 hours before addressing the instructor. Please use this time to think through the strength of your case.
   b. If you have determined that your grade merits further review, then submit your complaint/rationale **in writing within the next week** (7 days). Again, complaints or requests for reconsideration of a grade will not be considered unless they are submitted in written form and delivered after 1 day but before 8 days have elapsed.
   c. A complaint constitutes an argument, and will be evaluated by the standards of acceptable argumentation as presented in class readings and lectures.

| | Topic | Readings Due | Deliverable Due |
|---|---|---|---|
| **Week 1**<br>8/25 | NO CLASS | Bb: Exploring Yourself | |
| **Week 2**<br>9/1 | NO CLASS | Bb: Outside the box | |
| **Week 3**<br>9/8 | **Overview** | Bb: All about internships | |
| **Week 4**<br>9/15 | NO CLASS | Garner. (2013). *HBR Guide to Better Business Writing*. | Goals List |
| **Week 5**<br>9/22 | NO CLASS | Garner. (2013). *HBR Guide to Better Business Writing*. | |
| **Week 6**<br>9/29 | **Workshop: Resumes** | Bb: Advice from Liz Ryan of Forbes | Resume – First Draft<br>Cover letter – First Draft |
| **Week 7**<br>10/6 | NO CLASS | Bb: Communication theory for workplace success | |
| **Week 8**<br>10/13 | NO CLASS | Bb: Tips for meetings | |
| **Week 9**<br>10/20 | **Discussion: What's happening at work?** | Bb: Liberating Structures | |
| **Week 10**<br>10/27 | NO CLASS | Bb: LinkedIn | |
| **Week 11**<br>11/3 | NO CLASS | Bb: Interviewing | |
| **Week 12**<br>11/10 | **Simulation: In-person, Phone, and Skype Interviews** | Bb: Self-presentation | Mock Interview |
| **Week 13**<br>11/17 | NO CLASS | Bb: Persuasion & Negotiation | Resume – Second Draft<br>Cover letter – Second Draft |
| **Week 14**<br>11/24 | NO CLASS | Bb: Elevator speech | Annotated Goals List |
| **Week 15**<br>12/1 | **Simulation: Intro's, Small Talk, & Exiting the Convo** | Bb: Talking to Strangers | Elevator Speech |
| **FINAL**<br>12/15<br>4:30-6:30pm | | | Informational interview memo |

# Statement on Academic Conduct and Support Systems

## Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.  Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/.  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university.  You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us.  This is important for the safety whole USC community.  Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.  *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

## Support Systems

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu/will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

A number of USC's schools provide support for students who need help with scholarly writing.  Check with your advisor or program staff to find out more. NOTE: USC Dornsife Writing Center, http://dornsife.usc.edu/writingcenter/, Taper Hall of the Humanities Room 216, is an excellent resource.

Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. NOTE: Please inform the instructor as soon as possible if English is not your primary language and you believe you may require special accommodations.

*The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. NOTE: Any student requesting academic accommodation based on a disability is required to register with The Office of Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your instructor (or TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is 213-740-0776.