FA 236 Marketing You: Communicating Your Professional Identity On and Offline

This is a draft is subject to change after the first class session. Details to be announced.

Course Description: In the emerging world of cloud computing and in the context dynamic social media landscapes and competitive global economy, communicating one’s personal brand effectively either virtually or offline will become increasingly more important. In this hybrid course students use innovative tools and approaches to assess their unique strengths and weaknesses, passions and prior learning, and expertise and experience to identity their personal brand, plan career goals, and create or add to a career ePortfolio. Theoretical frameworks that address opportunities and risks associated with hyperconnectivity as well as concerns about managing personal, professional, and social identities are also explored.

Class Location: See Campus Connect          Time: 5:45 PM – 9:00 PM

Instructor: Regina Spellers Sims, Ph.D., M.B.A.
SNL Resident Faculty

Biography: Dr. Spellers Sims holds a Ph.D. in Intercultural and Organizational Communication from Arizona State University. She also has an MBA in general business with an emphasis in international marketing from University of Bridgeport. She is president/CEO of Eagles Soar Consulting, LLC – a consulting company that provides training, writing, curriculum development, and research services. Her teaching and research focuses on gender studies, multicultural intergroup relations, business, hair/body politics, and, professional identity development in adult learners. Her publications include a co-edited volume, book chapters, journal and magazine articles, and web-based study guides. Her approach to mentoring is to be responsive and supportive in efforts to assist students with active, achievable goal attainment.

Virtual Office Hours: My goal is to assist you in being competent in the learning outcomes offered in this course. Please feel free to contact me throughout the course. Email is the best way to contact me but you can also call my office. If you get voicemail, please leave a message. We can also meet in-person by appointment.

Phone: 312-362-4691 Email: rssims@depaul.edu

Office location: School for New Learning
DePaul University
14 E. Jackson Blvd., Ste. Suite 1400
Chicago, IL 60604
Competences: S1X, FX, H3X, H2D.

Students are encouraged to register for two out of the four competences offered. Below is a description of each competence and the desired learning outcome:

Competence Statements & Learning Outcomes Offered:

H-2-D: Can use two or more social science theories in the analysis of one’s experiences in an organization.
   1. Describes two or more organizational theories.
   2. Describes a situation in an organization that can be explained by these theories.
   3. Applies (1) to (2) and to one’s own experiences.

Students demonstrate this competence by showing familiarity with the approaches, models, and principles that help explain human interactions within organizations. A comparative approach or case study may be an effective demonstration of competence.

H-3-X: Written by student/faculty. This competence allows students to create statements that meet their specific learning needs. The competence statement should relate to the SNL human community competence domain. Generally students enrolled for this competence should demonstrate knowledge of self, personal growth, and a comprehension of the dynamics of individual behavior and development, independent of and in relationship to others.

S-1-X: Written by student/faculty. This competence allows students to create statements that meet their specific learning needs. This competence should relate to the SNL scientific world competence domain. Generally students enrolled for this competence should demonstrate the ability to utilize Digication software and other technological tools to reflect on and document his/her professional identity and use scientific concepts, models, principles, and theories to understand their own psychological strengths.

FX: Written by student/faculty. This competence allows students to create statements that meet their specific learning needs. This competence should relate to the student’s focus area.

Learning Strategies: Assigned readings, interactive lectures, video clips, films, class presentations, discussions, tentative guest lectures and field trips and exercises will contribute to the students’ overall learning experiences.

Learning Tools: D2L, websites, Blogs, PowerPoint, Youtube, and Ted Talks videos.
Other Course Resources
Your personal “Digication” account:

What is Digication? Digication is an online ePortfolio tool where users can create and share ePortfolios. As a School for New Learning student at DePaul University you automatically have a digication account which you can access using your campus connect login and password. You should not share your password with anyone and it is important to note that the instructor does not have access to your login or password.

Digication has the following system requirements:

1. Internet Explorer 7+
2. Firefox 2+
3. Safari 3+
4. Adobe Flash player
5. Javascript must be enabled and cookies should be turned on

Your DPU digication account is your personal account. As an account holder you can develop multiple ePortfolios and chose to make them public or private. In this course you will be creating a professional ePortfolio. This course requires that you give the instructor and other students in the course access to your ePortfolio and to publish your professional ePortfolio on the network. You will learn the specific way to do this later but for now just know that it will not require you to share your login or password with anyone. After the end of the course when final grades are posted, you will be able to keep your professional ePortfolio that you created in the course, delete it, edit it, and/or change the privacy settings.

To access your digication account and begin to create your ePortfolio visit the site below and once there click “login” in the upper right-hand corner. https://depaul.digication.com/home_guest.digi?sid=592&cid=0&tid=0&pid=0

If you lose or forget your login or password information, visit the help page at: https://depaul.digication.com

Digication and D2L: Submitting assignments for assessment: When you access your digication account you will also see this class listed under your account. Be sure to access the course’s digication account named which is abbreviated:

“COMMUNCATING YOUR PROF IDENTITY”

As a student in this course you also have been added to the course’s D2L site. However, DPU’s D2L platform and the digitication ePortfolio platform are two separate applications. Hence you will still need to access your personal digitication account (see directions above) and from there create your own professional ePortfolio, which will be assessed as part of this course. In short, you will be working both in D2L and in the digitication ePortfolio system.

Students will submit most assignments via the course’s D2L dropbox or in the discussion forum. There are also a few assignments that are required to be
submitted via the course’s ePortfolio digication account. These exceptions will be clearly articulated in the directions for the particular assignments. When you submit the assignment to the D2L dropbox you will receive a confirmation email. Be sure to save this confirmation. If you do not receive the email confirmation be sure to check the dropbox and resubmit the assignment by the deadline. It is also a good practice to save a copy of all your assignments and to also save any content that you add to your ePortfolio. It is your responsibility to make sure your assignment has loaded to the D2L dropbox correctly and/to the course’s ePortfolio digication account correctly.

**Required readings include:**

1) In-class handouts and readings available on D2L.


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**Learning Goals:** The goals of this course is to have students -

1. Appreciate what constitutes, maintains, and expands the benefits of social networking

2. Become more reflective observers of how situations, behaviors, and outcomes unfold in a networked environment

3. Apply a strengths-based perspective to specific interactions and notice what happens

4. Become better observers and constructive critics in peer-to-peer learning

5. Understand how informal learning networks can be used to build and communicate individual and collective capabilities

6. Create an ePortfolio to use for one of the following career purposes: to support your goal of changing careers or advancing in your current career; to promote your brand as an artist or to promote and brand your creative endeavors; to promote or brand your own business or nonprofit organization; to promote or brand your teaching portfolio (if you are currently working as an educator.).

**Learning Outcomes:** At the end of the course, each student should be able to -

1. Identify, describe, analyze and compare and contrast various different types of professional portfolios and how they can be used to advance or manage one’s career

2. Develop technical skills related to the development of one’s career ePortfolio

3. Create a life-wide and lifelong goal plan
4. Evaluate the benefits of networking for professional purposes
5. Assess your own ability to plan your career goals and demonstrate that growing knowledge in your ePortfolio
6. Reflect on and analyze the process of developing a professional career ePortfolio and assess it as a resource for your future career aspirations
7. Practice strengths spotting in self and others
8. Experiment with the observation and application of strengths
9. Develop the strategic use of social networks
10. Consult to peers and develop critical thinking and constructive coaching competence

Evidence the students will submit: All written assignments are due online at the course’s D2L site. Assignments include reports on readings, short papers, in-class and online discussions, and final presentations. Our course site on D2L has detail explanations of each assignment and will distinguish the evidence to be submitted for each competence. For some assignments students will be assessed separately on each competence. For other assignments students will be assessed based on the general learning outcomes for the course.

Grade Scale and Assignments The grade scale for this class is based on points not percentage:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points = 175</th>
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<tbody>
<tr>
<td>Online Discussions</td>
<td>20 (4 each X 5 points)</td>
</tr>
<tr>
<td>ePortfolio Status Reports</td>
<td>20 (2 each X 10 points)</td>
</tr>
<tr>
<td>ePortfolio Peer Comments</td>
<td>10 (2 each X 5 points)</td>
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<tr>
<td>Short-term, Long-term, Lifelong Goal report</td>
<td>15 (1 X 15 points)</td>
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<tr>
<td>Personal Brand Profile Report</td>
<td>25 (1 x 25 points)</td>
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<tr>
<td>Communications Plan</td>
<td>20 (1 X 20)</td>
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<tr>
<td>Strengths Report</td>
<td>20 (1 X 20 points)</td>
</tr>
<tr>
<td>360° Interviews/Survey Findings Report</td>
<td>20 (1 x 20 points)</td>
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<tr>
<td>Comprehensive ePortfolio</td>
<td>25 (1 x 25 points)</td>
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Written Work Will be Evaluated As Follows:

A/A- = designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B+/B/B- = designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C+/C/C- = designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D = designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Rubric(s)

In assessing the work, your instructor will look for:

• Following the assignment guidelines and demonstration of writing skills (grammar, syntax, completeness and clarity);

• Knowledge and comprehension of pertinent concepts, issues, and texts;

• Scope of creativity and application of course material;

• Depth of thoughtful engagement with the material as demonstrated by self-reflection, self-assessment, and critical thinking.

• Evidence of two of the elements above may fall within the C+, C, C- range; good quality evidence of three of these elements may fall within the B+, B, B- range; excellent quality and substantial evidence of four of these elements may fall within the A, A- range. Individual rubrics can be found online for each assignment category (i.e. journals, reading reports, discussion assignments, annotated bibliographies and hair/body story presentation).
<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>In-class activities and lab work</th>
<th>Homework Readings/Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions • Course Overview • What is branding? • Why is branding important? • Benefits of Branding • Branding pitfalls • Tour of Digication</td>
<td>Complete survey • Create ePortfolio • Set Permissions • Grant access to instructor and students • Review sample ePortfolios • Pair and Share Presentations</td>
<td>ePortfolio Development: Download the “List of sample documents” from D2L. Begin to gather your personal/professional documents to possibly add to your ePortfolio. Read: (On D2L) pdf. Brown, R. (2000) Social Identity Theory. ebook - Chapter 1,2,3,4 Personal Branding for Dummies. Written Assignment: None</td>
</tr>
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<td>Week 3</td>
<td>• Defining Your Brand</td>
<td>• See D2L for online class-work this week. We will not meet in class but you will do some class activities and assignments TBA. Class meets online: Discussions forum times TBA</td>
<td>ePortfolio Development: Mission, Vision and Philosophy Statements Written Assignment: • Begin 360° Feedback interviews • See D2L announcements. Click the link and take the 21st Century Competences Leadership Assessment • See the link to Ted Talks video. View the video. • Complete the two D2L Discussions forums. Read: (On D2L) pdf. Claridge, T. (2004). Definitions of Social Capital. Read ebook- Chapter 7, 8,9,10 Personal Branding for Dummies</td>
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<tr>
<td>Tentative</td>
<td>[We will not meet in the classroom; class will take place online]</td>
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| Week 5  | • Personal Brand Image  
          • Guest Speaker  
          • Personal Aesthetics  
          • Branding your ePortfolio | Learn how to add color and images and font to ePortfolio                                             | ePortfolio Development: Write and upload your Bio and upload images or video; upload or unique create a banner; Conduct Peer review I and upload it to D2L dropbox (view peer's portfolio on digication but post review to D2L drop box.)  

Written Assignment: Upload 360° Feedback reports to D2L.  
Begin “Communications Plan.”  
Read ebook: Chapter 13,15,18 Personal Branding for Dummies  
| Week 6  | • Building your Network                                                 | • Practice your pitch exercise                                                                  | ePortfolio Development: Add Work Showcase pages  

Written Assignment: Upload Personal Brand Report to D2L  
Upload |
| Week 7  | • Building your Network II                                              | • Networking Exercise                                                                            | ePortfolio Development: Finishing your ePortfolio and add "bells and whistles" to your ePortfolio; On Digication submit ePortfolio status Reports II. |
| Week 8  | • More Ways to demonstrate and build your brand                         | • Begin to add “bells and whistles” to your ePortfolio                                             | ePortfolio Development: Conduct peer review II upload it to D2L dropbox (view peer’s portfolio on digication but post review to D2L drop box.)  

Written Assignment: Upload Communications Plan to D2L. Upload competence statements for FX, S1X, H3X. |
<table>
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<tr>
<th>Week 9</th>
<th>Class meets online: Discussions forum dates TBA</th>
<th>NA</th>
<th>Complete Online discussions; revise ePortfolio</th>
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</thead>
<tbody>
<tr>
<td>Week 10</td>
<td>Presentations of ePortfolio</td>
<td>NA</td>
<td>NA</td>
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**Course Policies**

1. Classroom attendance is a part of participation. Please make all effort to attend class for your feedback and discussion is invaluable to us. Make sure you conduct yourself accordingly in order to fulfill this course expectation. Attendance and participation are essential. In the event of an absence it is imperative that you let me know ahead of time if possible. Lectures will not be repeated but students are encouraged to consult our D2L for class information and course updates. Students missing more than two classes of our ten-week course will not have met the requirements for a passing grade.

2. When submitting assignments that require citations, please follow the guidelines specific to the American Psychological Association (APA). See [http://www.apastyle.org/learn/faq/index.aspx](http://www.apastyle.org/learn/faq/index.aspx) for assistance with how to cite sources correctly. All papers should be submitted typewritten, double-spaced, 12-pt. font (not Courier please) with one (1) inch margins on all sides. Internet sources must be cited and must come from a reputable source. All written assignments should be submitted online to the D2L drop box.

3. Late work policy:

   a) All assignments are due by the due date/time using the Central Standard Time Zone. Each assignment builds off of the other and you may fall greatly behind if you begin a pattern of turning in late assignments.

   b) Class participation is required and in-class discussions or activities are an important component of your learning experience. As a result in-class discussions and activities cannot be made-up. Please plan accordingly. If you miss a class plan to get the notes from a classmate.

   c) Unless otherwise noted, assignments are required to be uploaded to the D2L drop box. If you missed the original submission deadline for a written assignment you will have one week to submit the written assignment to the drop box. The day after the assignment was originally due, the instructor will reopen the drop box but only for those students who did not submit the assignment on time. **In class presentations cannot be up.**

   d) The total possible points available will be reduced by one point and the assignment will still be assessed which may result in a deduction of additional points.

   e) As a general rule, assignments are assessed one week after the due date. You will need to allow the instructor extra time to review your late work.

   f) If you miss the one-week late submission date, you will have no other opportunities to submit the assignment and receive a zero for that assignment. Please plan
g) You are responsible for making sure your assignment is uploaded correctly and to the correct drop box. Items submitted to the wrong drop box will not be assessed.

h) You will receive an automated email from D2L confirming receipt of your submission. Please save this email for your records. If you do not receive the confirmation email from D2L or if you encounter technical issues when trying to upload your document, please contact tech support. Make sure you have the system requirements for D2L. The drop box will accept .doc or .docx document extensions.

6. Pass/Fail If you intend to take this course pass/fail you must inform you of this within the first two weeks of the course. Once students commit to taking a course Pass/Fail, they cannot switch back to a letter grade. □ DePaul University Academic Integrity Policy DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct.

Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. This course will also enforce DePaul’s University’s guidelines on plagiarism. Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, please ask!

Please refer to your Student Handbook or visit http://studentaffairs.depaul.edu/homehandbook.html for further details.

DePaul University Incomplete Policy

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course. Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to “F” grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.
For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted: PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or; the Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at http://snl.depaul.edu/writing/index.html. For on-campus and online tutoring, see the DePaul University Writing Centers at http://condor.depaul.edu/~writing/.