



HUSSMAN SCHOOL OF JOURNALISM AND MEDIA

Fall 2022 – MEJO 544.1: Career Exploration and Preparation

Tuesday & Thursday – 12:30pm - 1:45pm

Instructor: Livis James Freeman, Jr.

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Office: 226

Office Hours: By appointment only

Classroom: Curtis Media Center, rm 201

Class Zoom info (when applicable):

<https://unc.zoom.us/j/9193893486?pwd=SlpFanQwN0pkbjhkZW5GVDFnZm5jUT09>

Meeting ID: 919 389 3486

Passcode: 12272021

Fall 2022 Course Delivery: *As long as it is possible to do so safely, we will meet in person this semester. I understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Sakai site.*

Syllabus Changes

As your professor, I reserve the right to make changes to this syllabus, including project due dates and test dates. These changes will be announced as early as possible.

COURSE OVERVIEW

This course is for **seniors only** and by the time you're eligible to take it, you should have already taken most of your required major courses, experienced internships and possibly studied abroad. This course is focused on providing detailed information about all communications careers; discovering which careers best suit you; making sure that your brand matches your career choice; and minimizing the stress from the job search process by helping you maximize mentor relationships, become more effective networkers, and understand all available resources. An additional core component of this course will be learning to think more critically about the role that race, diversity, inclusion and racial equity have in the workplace and becoming advocates and leaders.

This semester, you will:

- (1) do a self-evaluation to help determine your skills, strengths, qualifications, motivations, passions and thoughts/feelings about race, racism and racial equity
- (2) learn and understand how the chaos theory and butterfly effect will heavily influence your career choices
- (3) learn from grads turned professionals and industry leaders
- (4) become master networkers through executing informational interviews and better understand your job hunt competition
- (5) understand the importance of having mentors and career advocates
- (6) be introduced to career resources to assist your job search; learn ways to cope with job search stress
- (7) understand how your brand relates to your career focus; how to incorporate your race/culture/diversity into your brand
- (8) mold your portfolios/resumes/cover letters/LinkedIn profile to accurately represent your education, experiences and achievements
- (9) learn and execute advanced interviewing techniques
- (10) understand corporate etiquette, the importance of race, diversity and racial equity in the workplace and how to effectively navigate all office environments (***including addressing racism related issues/complaints, etc. that may arise with internships and jobs***)



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Required Course Materials, etc.

You must download the free e-book: “You Majored in What? Designing your path from college to career” – by Katherine Brookes, ED.D (<https://epdf.tips/you-majored-in-what-mapping-your-path-from-chaos-to-career.html>)

Sakai/Email:

Other than this syllabus, important information can be found on Sakai and will also be emailed to you. **Updates will be frequent, so check the announcements section of Sakai often and your email for important course information.** You are responsible for any course changes that may be made on Sakai or via email, including changes to the syllabus or assignments. Your grades are posted in Sakai only so that you can stay updated on your progress; overall grades on Sakai are rough approximations of your overall grade in the course.

COURSE POLICIES

Tips/Expectations for our Online Classes (when applicable)

Camera Video Policy: When our classes are held online via Zoom, **HAVING YOUR VIDEO CAMERA TURNED ON IS REQUIRED.** Of course, you can always turn off your video if you need to take bathroom breaks. **Please know that I will take having your camera off regularly as a sign of disrespect to me as a professor and will also lower your class participation grade.**

Zoom Profile Photo: Please take 2 minutes and upload a photo to be viewed when your video is off. This is much more professional than just having your name appear (**please do still have YOUR name appear**).

ATTENDANCE:

Attendance for classes is **essential**. Just as professionals in the real-world go to work each day, you as students in our professional school are expected to come to class on time and be prepared to work.

University Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences (<https://uaao.unc.edu/>):

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Class Policy:

I will take attendance for every class. *It is your responsibility to communicate with me in a timely manner (within 24 hours) if you are experiencing issues that fall outside of university guidelines that might cause you to miss a class.*

Unexcused absences will result in your final grade being lowered. The more classes you miss, the lower your grade will be. If you must miss class, excused or unexcused, it is also your responsibility to meet with your classmates and gather the information on what you missed. Missed in-class assessments and activities cannot be made up unless you were absent due to a University Approved Absence.

The “Quality Control” Policy

You are media practitioners, and as such I expect that you will write and present yourself with great professionalism because that is what you have been trained and educated to do. Therefore, your course assignments and presentations will be scrutinized for their vernacular and presentation. **Assignment submissions must be grammatically correct and free from spelling errors.**

Assignments and Grades Policies

Submission Requirements: *Every assignment you submit to me MUST be typed, double-spaced and submitted as a Word Doc.* Acceptable citation styles for this course are APA or MLA – if at any point in your work you use information from other sources, you must cite it both in the text and with a properly formatted reference list. Not following these specific instructions will result in a loss of points on the assignment.

Tests and in-class assignments: Unless you have a legitimate, documented excuse, there will be no make-ups for in-class assignments or tests and no extra time given if arriving to class late. A make-up assignment or test must be done within the week following the original date and it is your responsibility to set up an appointment with me.

Grade Questions/Challenges: If you have concerns about a grade, please inform me via email. I ask that you wait 24 hours after receiving your grade. Please outline your concerns and provide evidence to support your claim. You have two weeks to challenge a grade after it has been posted on Sakai (this does not apply to grades posted during finals). NOTE: I do not discuss grades over email. So, after you contact me about a grade I will set-up a time to meet with me so we can discuss the grade. I do this to protect your grade information.

Graduate Students

Graduate students enrolled in this course will be held to a higher standard and required to complete at least one additional assignment. **Each graduate student must set up a meeting with me to discuss the assignment.** Grading for graduate students will be done according to the HPLF grading scale (High Pass, Pass, Low Pass, Fail).

HONOR CODE:

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

ARS

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

TITLE IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services



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(confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

POLICY ON NON-DISCRIMINATION

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

DIVERSITY STATEMENT

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

ACCREDITATION

The Hussman School of Journalism and Media's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here: <http://hussman.unc.edu/accreditation>. No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas.

ASSIGNMENTS (grading rubrics will be provided)

Class Participation – (20% of total grade)

Your participation grade will be based on specific assignments (outlined below), guest speaker takeaways, how active of a participant you've been with guest speakers (by asking questions and making comments), having your camera turned on during guest speaker sessions, and participation in in-class workshops/exercises.

We will have numerous guest speakers throughout the semester. Speakers will include MJ-School alums, hiring managers, industry experts and leaders presenting on topics such as understanding the importance of race, racial equity, and inclusion in the workplace; corporate etiquette, freelance work, working for an agency vs working in-house, entrepreneurship, brand awareness, public speaking, human resources, etc. You must submit **three takeaways** from each speaker and explain why they stood out – these will be **due before the following class**. These must be written in paragraph form and submitted via Sakai. Be cognizant of what you write because I'll compile a list/document with all takeaways for a study guide at the end of the semester for your final exam. **(Late or missing submissions will result in your participation grade being lowered.)**

Your First Personal Branding Statements and Headshots – (Part of "Participation" grade)

The one question (and first question) that you can count on being asked in an interview is "tell me a little bit about yourself." This will be your first step in learning how to ace your answer! You must get someone to record your



answer to the question “tell me a little bit about yourself.” There is no time limit and no guidelines/instructions other than that these must be 1-take recordings, meaning that you only get one shot and can’t re-record (since you will only get one chance to answer it in an interview). If you mess up, just keep talking through it and DO NOT start over. Don’t worry, these will not be graded for content or structure - I just want to see what you’re starting off with and let you see how far you will have grown by the time you make your final polished statement at the end of the semester. *Upload your video to YouTube and submit them via Sakai.* You must also have the same person to take a photo of you **FROM THE SHOULDERS UP** and submit them in Sakai along with your personal branding statements.

“The beginning of the end” – (Part of “Participation” grade)

This will be a written piece (2 pages) chronicling your starting point in this career prep process. It must address the following: start out by mentioning your career goals and life aspirations; move on to what you’ve learned in your majors/minors to this point that can help with your future career; what race, diversity and inclusion means to you/what makes you different; include a personal SWOT analysis (strengths/weaknesses/opportunities/threats) as it relates to your career qualifications (make a bulleted list); and mention 1-2 mentors (could be professors/employers/family members) who’ve had the biggest impact (and why). Last, but not least, summarize it by talking about your current level of stress related to your job search/career plans and explain why.

Networking with your classmates – (Part of “Participation” grade)

I will host at least one in-class networking session in which you must connect with each person in our class and seek at least 1 piece of career advice. You must also exchange LinkedIn URLs (that’s at least 30 new contacts).

Resume, LinkedIn, and Cover Letter Assignment – (15% of total grade)

You’ll submit a polished resume, cover letter and LinkedIn profile aimed at a specific company you’d like to work for or grad school program you’d like to attend. I will provide a grading rubric with requirements.

Networking Assignment: 2 Parts – (15% of total grade)

Part 1: You must create a networking spreadsheet and list 20 companies you’re interested in working at/with or learning more about (this can also be done for grad school programs or a combination of both); why you’re interested in them; write a basic description of the company, year they were founded, services they provide and types of clients they serve/names of some clients you know; ***their stance on race, racism, racial equity, diversity and inclusion – how they demonstrate it (if you can find it)***; list their locations; number of employees; links to their website and social media addresses; names/LinkedIn profile addresses of employees you know who work or worked there; names/LinkedIn profile addresses of current/Tar Heel grads who work there).

Then, you must list 20 people you’re interested in networking with whom you feel can be beneficial to helping with your future career (tell why you’re interested in networking with them; how you found out about them; why you think they can help you; what they do/where they work; how long they’ve worked there; college(s) they attended; link to their LinkedIn profile; and how you plan to network with them). You should first focus on former/current Tar Heels.

Part 2: You must conduct 3 informational Interviews: one must be with a Hussman graduate; one must be with a professional working in your desired career industry; and one must be with a UNC professor. These must be done via the phone or Zoom/Facetime (whichever you prefer and is most convenient for you and your interviewee). These interviews should be conversational, but try to obtain the following:

- Specific career advice/instructions to increase your field knowledge
- Tips to help you prepare for your transition from school to the career
- Details about their career paths and insights about their current jobs
- 3 people they recommend you networking with (and why)
- 1-2 places to visit (and why). This could be an office of a company you’d like to work for or somewhere to



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experience the types of services or clients that you want to work with

- 1-2 books or magazine/online articles (and why)
- 2-3 websites to peruse (and why).

Provide detailed summaries (at least 1 page each) for each interview. Must provide an introduction that tells why you choose each interviewee, how you anticipate them helping you, how the interviews were conducted (in person or on Zoom/Facetime, etc.), how long they lasted, and a conclusion that tells if/how they end up helping you.

Your Interview – (25% of total grade)

Each student will meet with me via Zoom for a formal mock interview - I will represent the company in which you tailored your resume/cover letter/LinkedIn for. You'll start by making your new and improved personal branding statement. Then, you'll answer a series of questions. Even though these will be done via Zoom, I still expect you to be **dressed to impress** (as these will be recorded)!

Final Exam – (25% of total grade)

Your final exam will be the ultimate test of what you've learned throughout the course. It will be multiple choice and true/false with between 100-150 questions.

TOTAL SEMESTER GRADING BREAKDOWN

Class Participation – **20%**

Resume, LinkedIn, Cover Letter Assignment – **15%**

Networking Assignment – **15%**

Your Mock Interview – **25%**

Final Exam – **25%**

Total = 100%

Grading guidelines Dec be found here: <https://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>.

Grades are **EARNED**, not given, and **"A" grades are reserved for truly exceptional performances**. Grades follow a typical pattern: A = 94-100, A- = 90-93, B+ = 87-89, B = 84-86, B- = 80-83, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66 and F = below 63.

COURSE SCHEDULE (*This tentative schedule is subject to change*)

*Please see [UNC academic calendar](#) for the Spring 2022 schedule.

August

16 - Class intro/Lecture on Self-assessment; ***Shoot personal branding statement video, take a new headshot and screenshot of your LinkedIn Profile contacts***

18 – Mastering the Art of Networking; Conducting informational interviews (Intro to Networking Assignment);

Due: First Personal Branding Statement Videos, Headshots, snapshot of your LinkedIn contacts (the number of how many you currently have – must increase them by 100 by the end of the semester – part of your Participation Grade)

23 - Guest Speaker: Carlyle Rickenmann – Assistant Account Executive at 160over90 -

<https://www.linkedin.com/in/carlylerickenmann/>; ***Read Chapter 1***

25 - Lecture on Chapter 1; ***Read Chapters 2-4***

30 – Lecture on Chapters 2-4; ***DUE: Beginning of the End Papers***

September

1 - Guest speaker: TBA

6 – NO CLASS – WELLNESS DAY

8 – Guest Speaker: Emily Holler, Global Platform Strategist at TikTok -
<https://www.linkedin.com/in/emilyeholler/>; *read Chapter 8*

13 – Lecture on Chapter 8 - Irresistible Resumes; *Read Chapter 9*

15 – Lecture on Chapter 9 - Killer Cover Letters; Additional tips for resumes, cover letters and LinkedIn Group

20 – Guest Speaker: Jacquelyn Swan Business Affairs Manager, Creative Labs at GOOGLE -
<https://www.linkedin.com/in/jacquelynswan/>

22 – Lecture on LinkedIn

27 – In-class workshop

29 – Workday – Resumes, Cover Letters, LinkedIn

(30) - ASSIGNMENT DUE - Cover letter, Resume and LinkedIn (15%)

October

4 – Lecture on Diversity Issues in the Workplace; *Read Chapters 5&6*

6 - Lecture on Chapters 5& 6

11 – Guest Speaker: Grad School – what to expect

13 – Ways to improve your skills – exploring graduate programs, internships and fellowships/certificates/digital training programs and videos

18 – Preparing for final interviews

20 – FALL BREAK – NO CLASS

25 – Mental health awareness Guest Speaker: [Felix Morton](#) on self-care through the job search process

27 – Preparing for final interviews

November

1 – Guest Speaker: TBA

3 – Mock Interview Practice Session

8 – Mock Interview s (Round 1)

10 – Mock Interviews (Round 2)

15 – Hussman Career Services Session: Advanced Job Search Tips and Techniques (first destination);

17 - Lecture on corporate etiquette

22 – Final Exam Review Session

24 – NO CLASS – THANKSGIVING

29 – LDOC – Making your J-O-B announcement!

FINAL EXAM SESSION – TBD

Final exam times are based on the University final exam schedule. Exams are scheduled according to the day and start time of the first meeting of the course each week and held in the regularly assigned meeting room unless the instructor is otherwise notified.