Indiana University-Purdue University Indianapolis
School of Informatics
Fall 2019

COURSE

Number/Title: Informatics NEWM N299 In Person Career Development and Planning
Class Number: 24163
IT Building #355 On Tuesday Afternoon 3:00-4:50 pm

INSTRUCTOR

Instructor: Tim Bennett
Office Hours: By Appointment
Telephone: 317-432-9822
E-mail Address: tbennet@iu.edu

COURSE DESCRIPTION

Course highlights include: Career planning and placement strategies, assessment of labor market
information, market surveys, and development of customized portfolios. Emphasis given to projects,
papers, and independent research.

REQUIRED COURSE MATERIALS

Access to the Internet to use Canvas.
Binder or file folders to organize class materials (optional)
A flash drive. This will be your back up for documents such as resume, cover letter, thank you notes and
personal statement or you can use BOX or your storage space in your personal Canvas page.

Teaching and Learning Methods

The course structure is composed of these parts:
• Lectures
  o This activity will be the majority of class time. It will include critical review of contemporary
  media planning as appropriate to class. Use of software packages to implement concepts
  into practice for each team will be based on client’s needs and individual student
  expertise in the context of the team project.
• Projects:
  o Weekly tasks will be assigned for each team member.
  o Students MUST have their work completed weekly for credit in this class. Accountability
    of work will be assessed through team member surveys.
  o Communication through Canvas, a mobile and web based application is also used to
    access group progress.
Upon Completion of this Course

**Learning Outcomes:**

<table>
<thead>
<tr>
<th>Upon completion of this course, the student will</th>
<th><em>RBT</em></th>
<th>IUPUI+</th>
<th>PLO’s</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create simulated production materials that exhibit understanding, evaluation and application of knowledge towards a multimedia project’s and client's unique needs</td>
<td>5, 6</td>
<td>P3.2; P4.1; P4.2; P3.4</td>
<td>7, 8, 9, 10</td>
<td>Weekly Assignments, Milestones,</td>
</tr>
<tr>
<td>2. Implement self-imposed deadlines and time management to fulfill final project expectations and budget considerations.</td>
<td>3, 4</td>
<td>P2.2; P3.4</td>
<td>3, 10</td>
<td>Weekly Assignments</td>
</tr>
<tr>
<td>3. Consider weekly, impact of role, document impact on project, critical communication of role with team.</td>
<td>4, 5</td>
<td>P1.4, P1.2; P4.4; P3.4</td>
<td>2, 8, 10</td>
<td>Weekly Assignments</td>
</tr>
<tr>
<td>4. Document assets, code, and media produced for project, weekly.</td>
<td>5, 6</td>
<td>P3.2; P4.4</td>
<td>2, 8</td>
<td>Weekly Assignments</td>
</tr>
<tr>
<td>5. Define role in industry of choice through reflection of experiences in this course.</td>
<td>5, 6</td>
<td>P3.3; P4.1; P3.4</td>
<td>7, 8, 10</td>
<td>Weekly Assignments</td>
</tr>
<tr>
<td>6. Develop pipeline for nurturing professional network, contract based work and creating independent living wage.</td>
<td>5, 6</td>
<td>P3.4</td>
<td>10</td>
<td>Weekly Assignments</td>
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**Media Arts and Science B.S. Program-level Learning Outcomes (PLOs)**

<table>
<thead>
<tr>
<th>Media Arts and Science B.S. Program-level Learning Outcomes (PLOs)</th>
<th>Profiles of Learning for Undergraduate Success (PLUS, IUPUI+)</th>
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</thead>
<tbody>
<tr>
<td>1. Understand digital media and its effective use as a form of communication.</td>
<td>P1.1 Communicator – Evaluates Information</td>
</tr>
<tr>
<td>2. Communicate ideas effectively in written, oral, and visual form to a range of audiences.</td>
<td>P1.4 Communicator – Conveys Ideas Effectively, P1.2 Communicator – Listen Actively*, P3.2 Innovator – Creates/Designs**</td>
</tr>
<tr>
<td>3. Work effectively as a member of a team to achieve a common goal.</td>
<td>P2.2 Problem Solver – Collaborates, P1.3 Communicator – Builds Relationships*</td>
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<tr>
<td>4. Analyze a problem, identify and evaluate alternatives, and plan an appropriate solution.</td>
<td>P2.1 Problem Solver – Thinks Critically, P3.1 Innovator – Investigates*</td>
</tr>
<tr>
<td>5. Evaluate media from multiple perspectives using the theories, concepts, and language of digital media with an appreciation for the history, theory, and traditions of digital media.</td>
<td>P2.3 Problem Solver – Analyzes, Synthesizes, and Evaluates</td>
</tr>
<tr>
<td>6. Demonstrate mastery of the concepts, techniques, and tools in one or more digital media specialties.</td>
<td>P2.4 Problem Solver – Perseveres, P3.2 Innovator – Creates/Designs*</td>
</tr>
</tbody>
</table>
7. Develop professional quality digital media productions by promptly applying knowledge and skills including best practices and standards.

<table>
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<tr>
<th>P3.2 Innovator – Creates/Designs</th>
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<tbody>
<tr>
<td>P3.3 Innovator – Confronts Challenges*</td>
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</table>

8. Explain the impact of digital media on individuals, organizations, and society.

<table>
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<tr>
<th>P4.4 Community Contributor – Anticipates Consequences</th>
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</thead>
<tbody>
<tr>
<td>P4.1 Community Contributor – Builds Community*</td>
</tr>
</tbody>
</table>

9. Acknowledge diverse opinions regarding professional, ethical, legal, and social issues with a global perspective.

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<tr>
<th>P4.3 Community Contributor – Behaves Ethically</th>
</tr>
</thead>
<tbody>
<tr>
<td>P4.2 Community Contributor – Respectfully Engages Own and Other Cultures*</td>
</tr>
</tbody>
</table>


| P3.4 Innovator – Makes Decisions |

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**IUPUI POLICIES**

There are a number of campus-wide policies governing the conduct of courses at IUPUI. These can be found at [http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html). Each student is responsible for understanding and following all policies.

**INSTRUCTOR’S CLASSROOM POLICIES**

An orderly, well-structured and organized classroom environment is essential to the learning process; therefore, the instructor expects students to:

- be on time to each class;
- **turn off all electronic devices**
- read each assignment by the deadline and be willing to lead and participate in class and forum discussions;
- be courteous to fellow students (even when their opinions differ widely from your own);
- turn in assignments on time;
- be able to discuss and apply knowledge gained in the course to the “real world”
- all of your assignments must be written exclusively by you for this class.
- Please submit all assignments through the assignments section in Canvas by **5:00 p.m.** Assignments submitted in any other fashion will not be accepted. In the event Canvas isn’t functioning at the time an assignment is due, look for instructions in class announcements when it becomes functional again. I recommend you take a screen shot when you submit an assignment. If there is a question about whether an assignment was submitted on time, the screen shot will be your documentation. Assignments submitted after 5:00 pm will be considered late.

- If you are having technical difficulties, please contact University Information Technology Services – UITS at 317-274-HELP. You will need to have your student ID number when you call.
- **NO texting. Students who are found texting during class will be asked to leave and will be counted as absent.**

- I will accept late assignments as long as they are submitted within 24 hours of the deadline. I will deduct 25% from the total points for any assignment submitted late. **Please note: all assignments must be submitted by in Canvas by 5:00 p.m.** This will allow us time to grade assignments and submit grades by the faculty deadline.

- Please note that if you do not comply with the instructor’s course rules or are disruptive in class,
Instructor Expectations: Attendance and Preparation
You are expected to complete ALL assignments on time. Likewise, preparation for this class is expected. If, as a whole, the class seems to be unprepared, expect a quiz. Quizzes will be worth 10 points. As your instructor I would prefer not to give quizzes, but if they will inspire you to prepare for class, I will create them. Your workplace will have the same expectation with potentially dire consequences.

What you can expect from this class and from me –This course is designed to include your preparation and participation. You will receive 10 attendance points for each class. PLEASE NOTE: THE FIRST FEW WEEKS ARE ASSIGNMENT INTENSIVE BY DESIGN. In this course you can expect to consider your goals and values and how they relate to potential careers. You can also expect to write or improve your resume, cover letters and personal statement. Finally, you can expect to review and improve interview skills. In teaching this class, I have enjoyed getting to know the students and watching them develop professionally and academically. I have seen students focus on career goals and take positive actions toward achieving those goals.

I will check emails regularly. However, I ask that you email me at tbennet@iu.edu or through Canvas making sure you select the button to have it sent to my email.

Administrative Withdrawal: A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. Keep in touch with me if you are unable to attend, participate, or complete an assignment on time. If you miss more than half of the required activities within the first 25% of the course without contacting me, you may be administratively withdrawn from this course. Example: Our course meets twice a week; thus if you miss more than two classes in the first three weeks, you may be administratively withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

ASSIGNMENTS
Paper Guidelines - Written assignments will be turned in typed. The margins will be 1 inch and in 12 point Times New Roman font. All work will be double spaced. Papers that contain more than 2 fatal errors may be returned to the student. Students may correct the fatal errors and resubmit the assignment. However, 25% will be automatically deducted from the final grade upon resubmission. Fatal errors include (but are not limited to): misspelled words, failure to follow any of the formatting requirements listed above, sentence fragments, failure to follow proper citation procedures (where required), run-on sentences, and noun-verb disagreement.

All written work, including homework, must be completed individually. Studying with a partner is encouraged but written work must be your own. Evidence of collaboration (copying answers, etc.) on written work will be considered a violation of the University’s cheating policy and may result in penalties up to and including failure for the course.

*Total points will be adjusted for quizzes if they become necessary.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>B+</td>
<td>(87-89%)</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>(83-86%)</td>
<td>830-869</td>
</tr>
<tr>
<td>B-</td>
<td>(80-82%)</td>
<td>800-829</td>
</tr>
<tr>
<td>C+</td>
<td>(77-79%)</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>(73-76%)</td>
<td>730-769</td>
</tr>
<tr>
<td>C-</td>
<td>(70-72%)</td>
<td>700-729</td>
</tr>
<tr>
<td>D+</td>
<td>(67-69%)</td>
<td>670-699</td>
</tr>
<tr>
<td>D</td>
<td>(63-66%)</td>
<td>630-669</td>
</tr>
<tr>
<td>D-</td>
<td>(60-62%)</td>
<td>600-629</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
<td>Less than 600</td>
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### ASSESSMENT AND GRADING

**Assignment** | **Points**
--- | ---
Flower Exercise – That one sheet of paper | 100
Two Minute Intro Video | 100
Cover Letter | 100
Resume | 100
Portfolio Assignment | P/F
Personal Statement | 100
LinkedIn Profile | 100
Mock Interviews | 200
Thought Experiment #1 | 100
Thought Experiment #2 | 100
Thought Experiment #3 | 100
Informational Interview | 200
Professional Development Plan | 150
Class Reflection Paper | 100

Total possible | 1550

### COURSE OUTLINE

**August 27**
**Topic:** Class introductions - Expectations, syllabus, assignments
Identifying self – What is important to you? Flower Exercise/Two Minute Intro Video

**Assignment:** None

**September 3**
**Topic:** Skill Values and Interest

**Assignment:** Flower Exercise Due/Two Minute Intro Video

**September 10**
**Topic:** Cover Letter Discussion

**Assignment** None

**September 17**
**Topic:** Resume Discussion

**Assignment** Cover Letters Due

**September 24**  MAS Portfolio Assignment Due

**October 1**
**Topic** Personal Statement Discussion

**Assignment** Resume Due

**October 8**
**Topic** LinkedIn Profile Discussion-If you do not have a LinkedIn profile – you must create one by this class

**Assignment** Personal Statement

**October 22**
**Topic** What does it mean to be a Professional/Professional Development Plan

**Assignment** LinkedIn Profile Due

**October 29**
**Topic** Informational Interview/Networking

**Assignment:** None

**November 5**
**Topic** Mock Interviewing

**Assignment** Thought Exercise #1

**November 12**
**Topic** Interviewing (Cont)

**Assignment** MAS Majors Portfolio Assignment Round #2 Due
November 19
Topic: Professional Development Plan
Assignment: Thought Experiment #2

November 26
Topics: Internships. Are They Important?
Assignment: Thought Experiment #3

December 3
Topic: Business Etiquette
       Personal Branding
Assignment: Informational Interview

December 10
Professional Development Plan Due

December 17
Informational Interview Due