ECE 2873 Syllabus

Foundations in Professional Communication, Studio, 1 credit hour
Wednesdays, 1:55 PM – 3:50 PM, College of Computing 102

Instructor Information

Instructor	Email	Office Hours & Location
Anna Holcomb	anna.holcomb@ece.gatech.edu	Van Leer E-276, stop by anytime door is open or by appointment

General Information

Description

Students will develop a foundation in professional communication as they practice and refine effective strategies for professionalism in the digital age while navigating the early career planning process. Students will gain the knowledge and skills needed to understand and articulate who they are as emerging young professionals through personal marketing techniques and tools.

Pre- &/or Co-Requisites

None

Course Goals and Learning Outcomes

As part of this course, students will…
- assess and communicate their skills, interests, and the value they bring to organizations, teams, extracurriculars, etc.
- explore relevant career options and build a roadmap to develop the skills necessary for their desired professional path.
- navigate the co-op and internship process at Georgia Tech, from recruitment to conducting an effective co-op/internship term.
- conduct themselves professionally in various settings with a special focus on best practices for digital communications.

Course Requirements & Grading

Assignment	Date	Grading Scheme
Elevator Pitch Record and Reflection	Week 3	Effective/Ineffective
Career Portfolio	Week 4	Effective/Ineffective
Resumes	Week 7	
My ECE Roadmap	Week 8	Effective/Ineffective
ePortfolio	Week 15	Effective/Ineffective
Homework	As assigned on weekly schedule	Completion

Student work is graded using standard evaluation rubrics with three "scores": highly effective, moderately effective, ineffective. Work that is scored "ineffective" does not meet the minimum requirements of the course. Assignments that receive a score of "ineffective" must be revised and improved until they meet passing standards. If special circumstances are needed, students are required to work one-on-one with the instructor to establish individual action plans for

revisions. If at least one deliverable is ineffective, after giving ample opportunity to address it, the course grade will be "fail".

Extra Credit Opportunities

N/A

Description of Graded Components

All assignments will be submitted and returned via Canvas. On some occasions students will be asked to bring hard copies of their submissions to class for workshops. These instances are outlined in this syllabus and on Canvas. All modules are scaffolded and must completed in the order. Each module serves a checkpoint to move onto the next.

Journal

You are expected to keep a journal for self-reflection throughout the course of the semester. You will be provided prompts that will guide you through deeper consideration of our readings, workshops, and class discussion. Parts of your journal will be due with each module. The journal cannot be completed at the last minute.

Homework

You will be assigned various homework assignments throughout the semester that will inform in-class activities. You are expected to have these homework assignments completed before arriving to class as to prepare you for active participation in the class activity.

Module 1: Elevator Pitch Record and Reflect Activity

Through a series of pre-activities you will develop your elevator pitch script. Then, over the course of 5 days, you will practice your elevator pitch is varying lengths (30-second, 60-second, and 90-second) three different time. After each round of practice, you will review your videos and reflect on ways to improve your pitch before recording the next round. The components of the *Elevator Pitch Record and Reflect Activity* are as follows:
1. Craft Your Pitch Worksheet
2. Round 1 Record and Reflect
    a. Record a 30-, 60-, and 90-second elevator pitch
    b. Use the guided reflection worksheet to review your videos
3. Round 2 Record and Reflect
    a. Record a 30-, 60-, and 90-second elevator pitch
    b. Use the guided reflection worksheet to review your videos
4. Round 3 Record and Reflect
    a. Record a 30-, 60-, and 90-second elevator pitch
    b. Use the guided reflection worksheet to review your videos
5. Corresponding journal entries

The Elevator Pitch Record and Reflect Activity is expected to inform your final video used in your ePortfolio.

Module 2: Career Portfolio and Career-Fair Ready Resume

The Career Portfolio assignment will help you build a vision for your future so that you are building your path through undergrad with the end in mind. The Career Portfolio is a toolkit filled with examples, resources, and guided brainstorming. You will begin by

researching professionals and fellow undergraduate students that you admire, would like to work with, or doing work that you would like to do in the future:
1. Locate 2 LinkedIn Profiles of professionals in your field
2. Locate 2 LinkedIn Profiles of undergrads that you admire or find impressive

Next, you will start developing content for your resume using the self-assessment worksheets:
3. Employer-Focused Resume Worksheet
4. Self-awareness Worksheet
5. Power Pitch Worksheet

Finally, you will develop three resumes; two reflective resumes, a "life resume" and a "failure resume" and a one-page resume:
6. Failure Resume (Exercising creative freedom is encouraged. Use any format or design.)
7. One-page Resume (Must use the ECE template.)

While you are working on Module 2, you must complete:
8. Corresponding journal entries

Module 3: My ECE Roadmap
Now that you have a vision for your future, an end-goal, we will put together the pieces needed to help you ascend the professional ladder on which you've chosen to focus. Through a series of in-class talks and activities you will explore all the activities that are available to you as an undergraduate student at Georgia Tech, and specifically in the School of ECE. Using backwards design, beginning with the end in mind, we will plug in the qualifications needed to reach each step of your ladder and map the activities and experiences to help you acquire these skills.
Use the *Year-by-Year Roadmap Activity Sheet* your guide your planning. This is what you will submit for grading. You must also submit the corresponding journal entries.

Module 4: ePortfolio
Your ePortfolio is the culminating assignment of the semester, utilizing the self-discovery you've embarked on and all the information and content you've gathered. The ePortfolio assignment benefits ECE students in a variety of ways:
- Opportunity for self-discovery, resulting in the strategic creation of personal and professional branding and
- networking
- Online repository for tracking, documenting, recording, and showcasing projects, work experience, course work, leadership, and participation in co- and extra-curricular activities, programs, and organizations
- Method of reflecting on where you've been, where you are, and where you want to go
- Tool for identifying gaps in skills, exploring options, and planning career paths
- Web portal for accessing your work, tracking your academic growth, and planning your future
- Electronic record for connecting and applying knowledge learned in the classroom to real-world situations

You are expected to produce a website that will serve as your personal marketing tool. Your vision for your future should be captured into a scalable platform that can grow with you throughout your college career.

The ePortfolio assignment consist of the following components:
1. Website itself
2. Participation in the ePorfolio Showcase
3. You must also submit the corresponding journal entries.

Late-Work Policy

Students are expected to submit all work by the specified deadlines. Unless pre-approved by the instructor, **late work will not be accepted.** Late work will result in a score of 0/incomplete for that assignment.

Attendance and Participation Policy

Attendance is expected and required. You are expected to come to class with the appropriate homework completed and prepared for active participation. **Only two (2) absences or late arrivals are permitted.** More than two absences will result in dropping a letter grade. Late arrival is counted as an absence. Class begins promptly at XXXX.

Attendance is recorded for every lecture with a note card system in which students print and sign their name, write the date, and provide feedback (suggestions, comments, questions) about the content covered in class that day. Any attempt to forge a note card or engage in dishonest conduct will be reported to the Dean of Students and will result in failing the course.

Institute Absence Policy http://www.catalog.gatech.edu/rules/4/

Course Materials

Course Text

Burnett, William (Consulting professor of design), and David J. 1953- Evans. *Designing Your Life: How to Build a Well-lived, Joyful Life*. New York, NY: Alfred A. Knopf, 2016.

Course Website and Other Classroom Management Tools

The course will use Canvas to provide readings, resources, assignment guidelines, and major assignment submissions.

Course Expectations & Guidelines

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit:
http://www.catalog.gatech.edu/policies/honor-code/

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or http://disabilityservices.gatech.edu/, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See http://www.catalog.gatech.edu/rules/22/ for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Campus Resources for Students

Counseling Center	counseling.gatech.edu	404-894-2575
Dean of Students (Student Life)	studentlife.gatech.edu	404-385-8772
GT Police	police.gatech.edu	404-894-2500
Stamps Health Services	health.gatech.edu	404-894-1420

Week-by-Week Schedule

	Topic	In-Class	Out-of-Class/Complete Before
Week 1	*Pitching Yourself*	Syllabus/Course Overview Course Expectations Introduce Elevator Pitch	Review syllabus before day 1 Precourse Survey (rank engineering skills)
Week 2	*Pitching Yourself*	Elevator Pitch Workshop	Craft Your Pitch Worksheet
Week 3	*Building Your Brand*	Introduce ECE Resume and E-Portfolio E-portfolio class discussion activity	**Elevator Pitch Videos**
Week 4	*Building Your Brand*	Resume Workshop Introduce Failure Resume and Life Resume	Employer-Focused Resume Worksheet Self-Assessment Worksheet Power Pitch Worksheet 1-Page Resume Prototype
Week 5	*Design Your Life*	Upperclassman Roundtable Exploring all the paths through ECE u-grad experience	HW: Watch videos and prepare questions for roundtable
Week 6	*Design Your Life*	Alumni Roundtable All the things you can do with an ECE degree	HW: Watch videos and prepare questions for roundtable
Week 7	*Design Your Life*	Lightning Talk Consultations: ePortfolio Previews	**Life Resume Failure Resume Final 1-Pg Resume**
Week 8	*Design Your Life*	Searching for Opportunities Guest speaker (logistics of co-op/internships and international student concerns)	**My ECE Roadmap**
Week 9	*Interview Success*	Nailing the Interview: Interview techniques, attire, do's and don'ts	
Week 10	*Interview Success*	Mock Interview Speed-dating Workshop	HW: Answering most common interview questions, a brainstorming worksheet TBD
Week 11	*Interview Success*	Interview Follow-Up: How to accept/decline offers, thank you notes, follow-up correspondence	
Week 12	*Professionalism in the Digital Age*	Professional Correspondence Lecture Practice Professional Email Workshop	HW: Email Writing Activity
Week 13	*Professionalism in the Digital Age*	Modes of Instant Communication Video Conference Etiquette	
Week 14		**E-Porfolio Showcase Sessions**	
Week 15		**E-Porfolio Showcase Sessions**	