Northeastern University
College *of* Professional Studies

Personal Branding (CMN 6061 CRN 20358)

Semester: Winter 18 Term B February 20, 2018 - March 31, 2018 3 qhrs
Campus: 2018 Virtual - 6 weeks
Instructor: Angie Burks, JD
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"Personal branding describes the process by which individuals and entrepreneurs differentiate themselves and stand out from a crowd by identifying and articulating their unique value proposition, whether personal or professional, and then leverage it across platforms with a consistent message to achieve a specific goal."
– Dan Schawbel

There's only one you…make it a brand.

Bill Gates…Innovation

Suze Orman…Money

Vera Wang…Design

Denzel Washington…Arts

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Teaching Profile:

With an interest in strategic communication and performance, Angie Burks taught over 900 students at Indiana University's Kelley School of Business. After Burks' first semester of teaching, she was nominated for the *IU Student Choice Award for Excellence in Teaching*. In 2007, 2008, and 2009 she was nominated for the *Trustees Teaching Award*, one of the most prestigious awards at Indiana University.

In 2012, Burks accepted a faculty position with The Ohio State University. In 2013 and 2015, she was nominated for the *Provost's Award for Distinguished Teaching by Lecturer*.

Burks is a graduate of the Boston University School of Law and was a Community Builder Fellow at Harvard University's Kennedy School of Government.

Text:

Rampersad, H. K. (2009). ***Authentic Personal Branding.*** Charlotte: Information Age Publishing, Inc. ISBN: 978-160752-100-6

Heath, C., & Heath, D. (2007). ***Made to Stick: Why Some Ideas Survive and Others Die.*** New York: Random House. ISBN: 978-14000-6428-1

Tools:

Headset (headphones plus microphone) that will allow you to hear required audio material. Headsets can be purchased from Best Buy, Target, or Amazon.

Course Prerequisites - None

Formal Course Description

This course examines the importance of developing a personal brand in today's hyper-competitive global marketplace. Through self-assessment, participants clarify their skill sets, values, and career aspirations - - the foundation of a personal brand.

We study methods of conveying a consistent personal brand including presentation skills, storytelling techniques, interviewing and networking skills, social media, and involvement in targeted professional associations.

Learning Outcomes

Based on satisfactory participation in this course, students should be able to:

1. Understand the meaning and relevance of personal branding
2. Articulate a personal brand based on values, skills and aspirations
3. Build and cultivate an authentic, compelling personal brand that is relevant in today's market
4. Demonstrate proficiency in speaking in a variety of styles and settings
5. Demonstrate proficiency in one-to-one and team communication
6. Understand the unique attributes of audiences and develop competencies to communicate effectively
7. Develop a portfolio of personal branding vehicles using social media tools
8. Increase effectiveness as a communicator and leader
9. Strengthen ability to interchange with colleagues

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Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments by Sunday at midnight.

Grading / Evaluation Standards & Brief Assignment Overview

10% Discussion Board Posts

15% Bio Reflection Paper (1 pg)

30% Personal Brand Sales Presentation

45% Personal Brand Portfolio

Discussion Board Posts

Each week students are expected to respond to a discussion question by Wednesday and another student's post by Sunday at midnight. (2 post total) All discourse should be civil and reflective.

Bio Reflection Paper

Reflection on your journey, experiences, assets and they can help you create your personal brand.

Personal Branding Sales Presentation

Record a short audio presentation selling your services in the area of your brand. Great at finance? Tell us why we should pick you as an advisor. An expert at parenting? Share why we should buy your new book.

Personal Brand Portfolio

Part 1 – Create a start up company around your brand. Your assets in action.

Part 2 – Reflection on course principles, branding statement and the potential future of brand *You*

Grading and evaluation will be based on:

Incorporation of readings and lectures in assignments and final project

Strong critical analysis

Creativity

Clear, well written documents

For further information regarding grading standards, please see the CPS Student Handbook at http://www.cps.neu.edu/student-services/student-handbook.

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Communication / Submission of Work

Assignments can be submitted via the Assignment Folder.
After assignments are graded, feedback and scores can be viewed under the View Grade tab.

Outside of class, email is the best form of communication. I will respond to all emails within a 24 hour period.

Class Schedule / Topical Outline

Week	Dates	Topic	Assignments
1	02/20 – 02/25	Intro : Power of Personal Branding	*Rampersad* Chapter 1 - 3 *Heath* Intro & Chapter 1
2	02/26 – 03/04	Creating Your Brand	*Rampersad* Chapter 4 & 5 Heath Chapter 2
3	03/05 – 03/11	Interpersonal Communication & Interviewing	*Rampersad* Chapter 6 Heath TBA
4	03/12 – 03/18	Persuasive Presentations	*Rampersad* Chapter 7 Heath TBA
5	03/19 – 03/25	Social Media	*Rampersad* Chapter 13
6	03/26 – 03/31	Final Project	Final Project

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NEU Master's in Corporate and Organizational Communication Grading Scale

In the Master's in Corporate and Organizational Communication program, grades represent an important form of feedback to students. At the graduate level, our expectation is that student work will demonstrate a basic understanding of course concepts and address all the requirements of an assignment – this is the meaning of a 'B/B+' grade. To achieve a grade in the 'A' range, the work must thoroughly address aspects of the assignment and exceed the requirements of the assignment.

Scale	**What It Means**
A (95-100)	Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.
A- (90-94)	Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).
B+ (87-89)	Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.
B (84-86)	Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.
B- (80-83)	Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.
C+ (76-79) C (73-75) C- (70-72)	Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.

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<u>Late Submission of Work</u> - CPS Policy

Each assignment is due by midnight of the date indicated. Late assignments will be subject to a grade level deduction. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment. No late submissions or extensions are possible during the last week of the class. Late discussion board responses will receive no credit.

Writing Quality

Organizational communication is a writing-intensive discipline. Success as a communicator depends in large measure on the ability to craft persuasive messages in a variety of genres. Therefore, students taking courses in the Master's in Corporate and Organizational Communication program must demonstrate the ability to write with clarity, coherence, proper grammar and mechanics, and accurate documentation of sources.

Even the most experienced, accomplished writers seek ways to polish their skills. This is why the College of Professional Studies offers students a variety of ways, on-ground at the Boston campus or online with Smarthinking, to seek feedback from writing specialists. We encourage students to take advantage of this feedback on writing assignments on a regular basis.

The Writing Quality Rubric below is used to evaluate writing proficiency in all writing assignments and discussion boards.

Writing Quality Rubric
'A'-level writing quality. The writing conveys sophistication and originality in ideas and in approach to the assignments. The writing responds successfully to the assignments and communicates effectively to the intended audience. The reasoning and logic in the papers shows substance and depth. Writing shows a skillful integration of sources to support the writer's ideas. Writing maintains a clear and consistent focus. The writing is well organized and the overall organization supports the main focus of each paper. More specifically, each paragraph contains one idea that is developed with details, examples, reasons, or evidence, and each paragraph demonstrates a clear relationship to the next paragraph. Writing shows an elegant sense of style and a clear command of the grammar, punctuation, and spelling of standard written English; i.e., there are no errors or patterns of errors.
'B'-level writing quality The writing conveys originality in ideas and in approach to the assignments. The writing responds adequately to the assignments and communicates to the intended audience. The reasoning and logic in the papers is adequate. Writing shows an adequate use of sources to support the writer's ideas. Writing maintains a consistent focus. The writing is generally well organized and the overall organization supports the main focus of each paper. More specifically, most paragraphs contain one idea that is developed with details, examples, reasons, or evidence, and most paragraphs demonstrate a relationship to the next paragraph. Writing shows an adequate sense of style and a clear command of the grammar, punctuation, and spelling of standard written English***; there is no more than one pattern of errors that confuses meaning.*** **Grade deductions of 1-2 points will be applied.**

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'C'-level writing quality

The writing needs to respond more completely and consistently to the assignments or responds incompletely or inconsistently to the assignments. The reasoning in the papers needs depth and substance, or the reasoning in the papers is severely flawed, and contains many unsupported generalizations.

Writing needs to use sources more effectively and thoroughly to support the writer's ideas, or shows an ineffective use of sources to support the writer's ideas. Writing needs a more unified and developed focus, or fails to develop a focus.

Writing needs to be organized more effectively or is not organized. More specifically, paragraphs contain one or more than one idea that is not developed with details, examples, reasons, or evidence, and there is a lack of transitions from one paragraph to the next.

Lastly, the writing shows little or no command of the style or grammar, punctuation and spelling of standard written English and contains multiple errors and patterns of errors. The patterns of errors confuse meaning.

Grade deductions of 3-10 points will be applied.

Documentation Guidelines
The Master's in Corporate and Organizational Communication program requires the use of APA guidelines for citing sources. Why is proper citation important? It signals that every student is an active and informed participant in the College's academic community. It enables instructors to understand how sources are used to support perspectives and conclusions. And it forms the basis for ethical communication practices that are expected in a professional career in communications or any other field.

For these reasons, students are responsible for learning how to use proper APA citation methods. To do so, students can review APA guidelines on the Purdue Online Writing Lab website, or make an appointment with the International Tutoring Center or the Writing Center on the Northeastern campus. Students are encouraged to review this excellent interactive tutorial developed by the Harvard Graduate School of Education, with a focus on modules 2, 3, and 4: http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed

Failure to use APA guidelines to document sources will result in grade deductions. For a pattern of careless citation errors, the **maximum** possible grade a student can earn on that particular assignment (or section of an assignment) is 70% of the total possible points. For instances of plagiarism and other types of violations of academic integrity such as unauthorized collaboration with another student or submitting work from a prior course, the **maximum** possible grade a student can earn on that particular assignment is 50%, as well as possible referral to the Office of Student Conduct and Conflict Resolution.

To improve student writing skills, the following free resources are available:

- *Smarthinking* (available free in Tool section of Blackboard) allows students to submit written material in any subject and have it reviewed by an e-instructor within a 24-hour window (in most cases).

- Writing Center on Northeastern Campus, contact the center to schedule an appointment.

- The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) is a valuable source of information for grammar, sentence structure, and general writing skills

Northeastern University Online Policies and Procedures
For comprehensive information please go to http://www.cps.neu.edu/online/

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From Northeastern University

Academic Integrity Policy
The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic integrity; the complete policy is available on the Office of Student Conduct and Conflict Resolution web page.

Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise

Plagiarism – intentionally representing the words, ideas, or data of another as one's own in any academic exercise without providing proper citation

Unauthorized collaboration – instances when students submit individual academic works that are substantially similar to one another; while several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual's independent work.

Participation in academically dishonest activities – any action taken by a student with the intent of gaining an unfair advantage

Facilitating academic dishonesty – intentionally or knowingly helping or attempting to violate any provision of this policy

For more information on Academic Integrity, including examples, please refer to the Office of Student Conduct and Conflict Resolution web page.

College of Professional Studies Policies and Procedures
For comprehensive information, please see the Registrar University Catalogs page as well as the Student Resources page of the Northeastern University College of Professional Studies website.

Student Accommodations
The College of Professional Studies is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). To ensure access to this class, and program, please contact The Disability Resource Center (http://www.northeastern.edu/drc/) to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical or lab settings. Accommodations are not provided retroactively so students are encouraged to register with the Disability Resource Center (DRC) as soon as they begin their program. The College of Professional Studies encourages students to access all resources available through the DRC for consistent support.

End-of-Course Evaluation Surveys
Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this class, please take the time to complete the evaluation survey at **the NEU EvaluationKit website** . Your survey responses are **completely confidential**. Surveys will be open for the last two weeks of the class. An email will be sent to your HuskyMail account notifying you when surveys are available.

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