**GMC 6003: Professional Portfolio in Global Media and Cultures**

**Instructors**: TBD: all MS-GMC faculty in ML and LMC are eligible to serve as Instructors of Record for this course.

**Course Credit:** 2

**Prerequisite**: GMC6001

Corequisite: GMC6002

**Course Description**

GMC 6003 requires students to reflect academically, culturally and professionally on the study of Global Media and Cultures, and on how they will apply these skills in the future. The course meets weekly for two hours, and each class period is dedicated to preparation, presentation and discussion of the assignments listed on the course plan. Each assignment has both practical and theoretical value to students and aims to link academic learning to the professional sphere in the development of an online professional portfolio consisting of four chapters:  I. Presentation, II. Connection, III. Application, IV. Reflection. All course assignments, including the documentation of an oral proficiency interview score and the prospectus for a final MS Project, are entered into the Portfolio. The course culminates in a public event attended by faculty and invited guests in which MS-GMC students present their portfolios, illustrate how their MS learning experiences and coursework enhance their career preparation and summarize their prospectus for a final MS Project to be carried out during the final semester of their degree program.

**Learning Goals**

* Reflect critically on the ways in which language, media, and culture (e.g. international relations, media production, communication, cultural practice, historical and political discourse) function in the student’s field of professional interest.
* Communicate how a theoretically informed and comparative understanding of languages and cultures applies to individual career goals (e.g. in media, public relations, government, non-profit organizations, technology, education, or related fields).
* Evidence multidisciplinary humanities-based expertise (e.g. communication, cross-cultural competence, technological abilities, subject matter expertise, non-cognitive abilities/soft skills) in professional writing and presentation.
* Create and effectively develop and present a coherent and convincing project prospectus and a professional portfolio (in English and the target language) that position the student as a job candidate for their career of choice.
* Display the ability to connect theory and practice, reflect on one’s learning progress, and reflect critically on the cultural study of media in multidisciplinary, technologically informed and global contexts.
* Demonstrate target language proficiency at the Intermediate-Mid level or above according to the ACTFL rating scale and Oral Proficiency Interview procedure.

**Graded Course Components. ML and LMC faculty will jointly evaluate the portfolio and assign one grade.**

1. **Resume and cover letter (10%).** You will prepare in English and in the target language a resume (5%) and cover letter of introduction (5%) following all target culture protocols as indicated in the guidelines posted on Canvas. In each case 100% grammatical accuracy is expected. Resume and letter will be evaluated on the following criteria: structure and cultural protocols (40%); language use (30%), clarity and persuasiveness (30%). The resume and cover letter will be included in Chapter I (Presentation) of the Professional Portfolio.
2. **Mock Interview (10%).** You will participate in a one-on-one videotaped job interview simulation conducted by your instructor or an invited guest in the target language (10 minutes) and in English (10 minutes).   Interview content will address knowledge of global media culture and target**-**culture conventions on the part of interviewer and interviewee (e.g. question types, sequence, prohibitions; body language; expected/desired response types). Following the interview, you will prepare a brief (2 pages) reflective critique in English of your interview performance.The mock interview video and written critique will be included in Chapter I of your online Professional Portfolio. The interview will be valued at 90% and evaluated according to the following criteria: structure and cultural protocols (40%); language use in English and the target language (30%), clarity and persuasiveness (30%). Your written critique (10%) will be evaluated according to: detail of observation (30%); clarity of analysis (40%); quality of language use (30%).
3. **Professional networking (10**%).You are required to attend at least three professional networking events.You will prepare a written reflection of approximately 5 pages in English on these events to include: a) a description and purpose of the event and its sponsor/s; b) what you learned at the event and how it relates to your career interest; c) names and affiliations of the persons with whom you engaged and d) summary of your conversation with these persons. Examples of acceptable events include meetings/dinners/talks sponsored by embassies, Chamber of Commerce, arts organizations, non-profits, media leaders; fund-raising events sponsored by organizations serving immigrants, target-culture communities or relevant special interest groups, such as the LAA; annual conferences of membership organizations such as Hispanic Engineers. Routine campus language-club meetings generally are not acceptable for meeting this requirement.  Evaluation will be based on your reflection on the event’s role in your career development (50%), attention to detail in summarizing conversations (30%); your reflection on the role of media, language, and culture in the event (20%). This networking report will be written in English and will constitute part of Chapter II (Connection) of the Professional Portfolio.
4. **Networking follow up interview (10%)**. You will select a contact from one of your networking events to engage in a 15-minute videotaped interview on a topic of mutual interest. Interviews will be conducted mostly in the target language, and will be unscripted. You will caption the video in the target language. Keep in mind that an interview is not an interrogation but is characterized by give and take. Your taped interview will be evaluated on: engagement and interview skills (30%), precision of captioning (30%), general quality of language use (30%), with the remaining 10% constituting either a 3-page written reflection on the interview or a 10-minute oral summary to class (both 50% content, 50% expression) at the discretion of the course instructor. The videotaped interview will constitute part of Chapter II of the Professional Portfolio.

**5.  Media Artifact Analysis (15%)** This exploratory essay is the first stage in writing a prospectus for a final summer research project, so please choose a topic of high interest and investigative depth.   In consultation with the course instructor, you will identify a cultural or cross-cultural issue or theme as depicted in/triggered by a specific media artifact, e.g. views of the African immigrant in two Spanish films; a cross-cultural comparison of Japanese and US websites for the same multinational corporation; construction of family in Mexican and US car advertising; France’s reality program X and notions of privacy, etc. Your essay of approximately 3-5 pages, written in the target language, should combine your own observations and reflections with bibliographic research in which half of your scholarly sources must be in the target language. Your essay topic and findings will be synthesized into a 5-minute in-class presentation that will be subjected to peer feedback and critique. The essay will constitute part of Chapter III (Application) of your professional portfolio. This assignment will be evaluated on:

* Completeness and depth of analysis, including quality of sources (30%);
* Understanding of etic and emic perspectives and awareness of frame of reference (30%);
* Accurate, cogent and error-free communication in target language (20%);
* In-class presentation (10% content, 10% language use).

**6. MS Summer Project Prospectus (20%)** This assignment builds from the issues/topics explored in your artifact analysis (and instructor and peer feedback) to outline your preliminary plan for the large-scale research or creative project you will conduct during the summer, either as part of your overseas experience or as your thesis investigation. With the guidance of your LMC and ML advisors, you will 1) identify the research topic and rationale; 2) hone your principal research question and discuss the set of sub-questions within the topic area or the issues you are likely to confront in its investigation (“Topics” tend to be broad, and are the "field" in which questions are asked. For example, “Immigration in Spain” is a topic that can give rise to endless research questions); 3) Describe how you are going to answer your question (or defend your thesis), including evidence needs, research methods, proposed data-collection procedures, resource utilization (if you will be conducting your research overseas, e.g., include sites you will need to visit, people you will need to interview, film viewers you will need to survey, etc.); 4) summarize preliminary bibliographical research or provide an annotated bibliography of scholarly sources, half of which must be in the target language. It is expected that your Prospectus, including the literature review, will be approximately 7-8 pages, in English, and developed in alignment with the expectations and deliverables of GMC 6002, Research Methodologies. The Prospectus will constitute part of Chapter III of your Professional Portfolio and will be evaluated on:

* **C**larity in definition of topic and identification of research questions (30%)
* Detail of research plan and methodology (30%)
* Quality of research sources and summary (30%)
* Coherence and accuracy of expression (10%)

1. **Portfolio Presentation and Defense (25%).** The final assignment of the course is an oral presentation at a public event attended by ML and LMC faculty and invited guests, during which students present their portfolios and illustrate how their experiences and coursework in the MS program so far impacted their career development. The presentation will be videotaped and form Chapter IV (Reflection) of the students’ Professional Portfolio. This component consists of three graded parts: portfolio assembly (30%), presentation to faculty (50%) and a follow up Q and A session (20%).

* **Portfolio Assembly (30%).** The final portfolio will consist of four chapters, plus an appendix, and will be posted on a GT professional website or account-hosted student website. Each of the four chapters will open with a one-page reflective explanation in English of the chapter’s highlights and their impact on the student’s learning. The Appendix will include any additional materials the student wishes to showcase, e.g. samples of work from other courses, internship report, thesis abstract. The final portfolio will be evaluated by both ML and LMC faculty, each according to their expertise. It is the expectation that LMC faculty will take the primary responsibility for evaluating how the portfolio adheres to the general GMC learning outcomes (50%) and ML faculty will assess language capacity in terms of the completeness and coherence (10%) and actual language use (35%). The student’s design and organization of their online portfolio website will be collectively evaluated by LMC and ML faculty (5%).
* **Presentation to faculty (50%)** In a two-part, 25-minute presentation (15 min in English and 10 min in the target language, without notes) students will present their MS Final Project prospectus and deliver a reflective narrative of their portfolio development across the program. The presentation will be evaluated on: public speaking/ communication (25%), coherence (25%), effective use of media (25%) and content relevance (25%), in English as well as in the target language. ML and LMC faculty will jointly evaluate this portion.

Target Language components of the presentation should be directed to a field-specific audience – a potential future employer, an organization working on a global 21st century challenge to which the student would like to contribute, a non-humanities company that would benefit from humanities expertise.

* + **Part 1 (Portfolio Reflection; 10 min in Target Language):** Students present the different chapters of their portfolio website, embedded in a reflective narrative on the intercultural knowledge and humanities-based expertise they have gained during their studies. This introduction should position students to explain their proposed Summer Project (Prospectus).
  + **Part 2 (Summer Project Prospectus; 15 min in English):** During the presentation’s second part, students present their Prospectus and proposed Summer Project. In English, they deliver an overview on the content, methodology, and structure of study, explain how their coursework has prepared them for the project, and explain the expected findings and implications..
* **Q and A (20%).** In a 10-minute session following the presentation, students will respond to faculty questions posed in English and the target language (responding in the language of the faculty member asking the question) that may challenge them to elaborate, hypothesize, make connections or defend statements. Evaluated on: Public Speaking/Communication (25%), Coherence (25%), Effective use of media (25%), and Content relevance (25%). ML and LMC faculty will jointly evaluate this portion.

**Grading Scale**

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**Course Materials**

All materials for this course are posted on t-square in the “Resources” section and include guidelines for course components as well as the final portfolio assembly.

## **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/ or <http://www.catalog.gatech.edu/rules/18/>. 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.

## **Attendance Policy**

## Students who are on campus while enrolled in 6503 are expected to attend all classes. Students who are overseas will attend electronically via skype/bluejeans and email.

Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. <http://www.catalog.gatech.edu/rules/4/>

**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, you are encouraged to remain committed to the ideals of Georgia Tech while in this class.

**COURSE CALENDAR**

This course meets one day per week for 2 hours

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| WEEK 1 | Cultural and linguistic protocols of self-presentation: writing a resume and cover letter |
| WEEK 2 | Cultural and linguistic protocols of self-presentation: the job interview |
| WEEK 3 | Mock interviews and critique |
| WEEK 4 | Making Connections: Networking strategies |
| WEEK 5 | Presentation on networking events |
| WEEK 6 | Networking follow up interview |
| WEEK 7 | Presentation of networking interview |
| WEEK 8 | Media Artifact Analysis |
| WEEK 9 | Media Artifact analysis – Presentations and Critique |
| WEEK 10 | Final Project Prospectus |
| WEEK 11 | Final Project Prospectus – Critique and Feedback |
| WEEK 12 | Oral Proficiency Interviews |
| WEEK | Individual consultations on portfolios |
| WEEK 14 | Portfolio assembly |
| WEEK 15 | Portfolio presentation and defense |