

a brand *You* called

FYSE 112 • Spring 2024
College of Charleston



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THUR: 09:30am - 12:30pm
Zoom ID on main Oaks page

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A First-Year Experience Course — OVERVIEW

The concept of personal branding emerged over 25 years ago when businessman Tom Peters promulgated the idea that we need to market ourselves as vigorously as we do commercial products. Today, with the aid of social media, personal branding is even more pervasive. You will find, however, that branding is much more than perceptions gained from social media platforms. It involves a conscious effort to influence the public's perception of you based on your values, expertise, personality, and other factors. The earlier one learns to be intentional about building a positive image, the greater the advantages. As freshmen students, this course represents a great opportunity to start leveraging the benefits of personal branding.

The course is multifaceted and includes an almost equal portion of conceptual information and practical applications. In the beginning, you'll work through activities to help you to discover your core values and what you want to convey to the world. Throughout the semester, we will work through both the principles and hands-on practice of digital designing. The technology tools needed to project a positive visual image require effective designing. Therefore, both principles and practice of design are included.

Catalog Course Description

Your online reputation will increasingly factor into your success in getting jobs, graduate school acceptance, and life in general. Learn how to proactively create an online image that presents the “you” that others see. In this course, you gain foundational computing knowledge by examining issues and events of our technological society. Correspondingly, you will use social media and publishing tools to help build a professional digital image. Platforms will include LinkedIn, YouTube, podcasting, and WordPress.

Course Objectives

- Discover key conceptual frameworks underlying the building and managing of one's personal brand
- Develop a professional appearance online and gain insights into professionalism in other realms.
- Strategically develop an online presence through an understanding of the concepts and knowledge of the tools necessary to accomplish the goal.
- Recognize and apply the principles of design to assist in projecting a positive image.
- Use image editing software to create and manipulate images.
- Identify actions and materials that contribute to a personal brand in both an online and in-person environment.
- Design a portfolio to highlight work samples, skills in online communications, and future career goals.

FYE Learning Objectives:

Campus Resources: By the completion of the First Year Experience, a student will be able to identify and use the appropriate academic resources and student support services at College of Charleston. These include the Addleston library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.

Information Literacy: By the completion of the First Year Experience, a student will be able to:

- use appropriate tools and search strategies for identifying particular types of information specific to the discipline.
- evaluate the relevance, quality and appropriateness of different sources of information.
- recognize and classify the information contained within a bibliographic citation.
- access and use information ethically and legally.

Integrative Learning: Faculty will use writing, speech or media in innovative ways to achieve integrative learning by students. By the completion on the first year, a student will be able to:

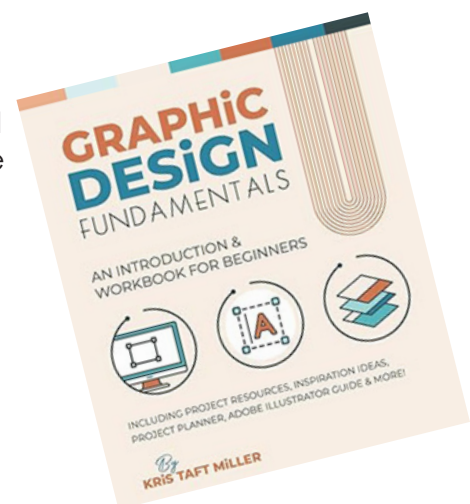
- use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts.
- make connections across disciplines and/or relevant experiences.

Textbook

The required textbook for this course deals with the time-tested principles of design. These principles and elements serve as the threshold of "looking good."

Graphic Design Fundamentals: An Introduction Workbook for Beginners.

(Published by KT Design, LLC, 2022)
ISBN: 9781737820635



Synthesis Seminar & Peer Facilitator

The corresponding Synthesis Seminar for this First-Year Experience course is taught by Kiara Williams. Kiara and I will work hand-in-hand to provide you with valuable experiences in the course. We look forward to your full engagement to accomplish these goals. Your attendance in these sessions is critical to your success. Excess absences will result in points being deducted from your final grade.

Peer Facilitator: Kiara Williams
Contact: williamska7@g.cofc.edu
Location: BELL 400
Time: Mondays at 9-9:50am

Course Librarian



We have a designated librarian for the course. **Amanda Kraft** is available to provide additional information literacy instructions and to answer questions that you may have individually or in groups. You will get to meet Ms. Kraft during a class visit, and here is her contact information in case you would like to contact her otherwise: kraftal@cofc.edu

Grading Policy

Grading Scale

A	93 - 100
A-	90 - 92
B+	88 - 89
B	83 - 87
B-	80 - 82
C+	78 - 79
C	73 - 77
C-	70 - 72
D	60 - 69%
F	Less than 60%



Evaluation Scheme

Assignments	30%
Projects	30%
Tests & Assessments	20%
Attendance & Participation	10%
Synthesis Seminar	10%
Total	100%

FYE REQUIREMENT

In order to fulfill the FYE requirement, students must:

1. Receive a passing grade in (at least one of) the academic course(s), and
2. Complete at least 60% (9 of 14) of FYSS class attendance & weekly assignments. No absences or missing assignments will be excused, though some make-ups may be allowed at the discretion of the peer facilitator.

Late Assignments


Thirty (30) points will be deducted for any late assignment. Late assignments must be submitted no later than 2 days after the due date. Due dates for assignments will be strictly enforced. Incomplete assignments will be regarded as late, even if you submit the remaining part later. If you forget to submit a part of an assignment, then the entire assignment is late.

Attendance

Regular and punctual attendance is crucial to your success in this class. Excess absences will result in points being deducted from your participation grade. Also, absences may result in you missing in-class assignments that cannot be made up. To the extent possible, I will make reasonable accommodations for absences related to COVID and other absences that are beyond your control.

If you need to miss class for any unavoidable reasons, please let me know as soon as possible. As for missing class notes and lectures, I strongly suggest that you connect with **a few study buddies** ahead of time. In that way you can have mutually supportive roles in studying together and sharing notes.

Above all, please remember that you are responsible for course content and homework assignments whether or not you are in attendance. To the greatest extent possible, please take responsibility for staying current.



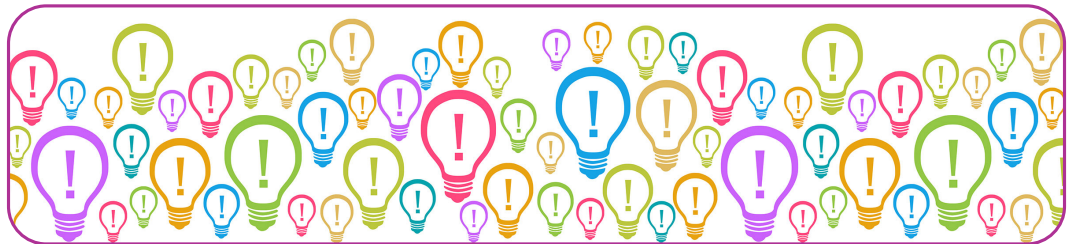
Engage!

Expectations for Participation

Effective participation requires reading assignments prior to class, asking questions, and sharing during class. We will also have various unannounced in-class activities throughout the semester. The activities may have components that are submitted in a variety of ways, such as Oaks, the web, or verbally. Your Participation & Attendance grade accounts for 10% of your total grade.

Center for Student Learning

I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, supplemental instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <https://charleston.edu/student-learning>, or call (843) 953-5635.



Diversity and Inclusion in the Classroom

I am committed to creating an inclusive and accessible classroom environment for all students. I view the diversity that students bring to this class as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, generational status, socioeconomic status, ethnicity, race, religious background, and immigration status. Any suggestions for promoting a positive and open environment will be appreciated and given serious consideration.

I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

Physical and Mental Well-Being

We take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at CofC Counseling Center or 843.953.5640 3rd Floor of Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, or meet with them in person 411 (4th Floor) Stern Center). Learn more about Students 4 Support on CofC's Hub. These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Disability Accommodation

Any student who has a documented disability and has been approved to receive accommodations through the Center for Disability Services/SNAP, is encouraged to come and discuss this with me during my office hours.

In that way, we will be able to talk about accommodations appropriate to your needs.

Teamwork

Task groups are increasingly pervasive in all organizations today, and therefore will be used regularly in this class. As such, it is important for you to learn how to effectively participate in groups, both inside and outside the classroom. You will need to plan and manage your group's activities in order to complete a high quality group project (effective) in a timely manner (efficient) according to quality and social guidelines (ethics). It all contributes positively to your brand.



Several norms are also important for effective teams. Responsibility is an important aspect of this class. When working in a group, your most important allegiance should be to your teammates so that the entire group shines. In short, act maturely by keeping them informed and treating them the way you would prefer to be treated. Another important norm is involvement. It is difficult to learn passively. You will be asked to discuss assigned topics and get involved in learning exercises. This course is a great opportunity to practice making decisions in a safe environment.

Topics to be Covered

- Discovering your personal brand attributes
- Introduction to design principles
- Introductory graphic design practices
- Begin LinkedIn networking
- Career preparation
- YouTube channel
- WordPress
- Podcasting
- Integration of platforms