

Fermanian School of Business



BUS3013 Business Communications

3 Units Fall 2026

Meeting day: Monday	Instructor title and name: Dr. Jamie Hess
Meeting times: 2:55 to 4:10 pm	Phone: 561-281-8325
Meeting location: FSB 103	E-mail: jhess@pointloma.edu
Final Exam: December 15, 4:30 pm	Office location and hours: Before & after class or by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

With an emphasis on speaking and writing in the business field, this course is designed to help students improve and polish their professional communication skills in the workplace. In this course, students learn the skills needed to secure employment and communicate effectively in a professional business setting. Specifically, students learn to create an impressive resume, write and deliver various professional reports, effectively interview for employment, compose professional routine and persuasive letters, conduct informational interviews, and create professional portfolios. Students exit the course with the professional communication skills needed to stand out in the business world and in the job search process.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Create and deliver a professional presentation (PLO 3).
2. Conduct informational and mock interviews with business professionals as preparation for the job search process (PLO 3).
3. Identify and prepare various professional business communication (PLO 3).
4. Collaborate with a team to write an ethical dilemma report using proper APA format (PLO 3 & 5).
5. Compose and present individual mission, vision, values and goals informed by ethical values (PLO 4).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Please purchase the required materials listed below:

- 1) Clifton Strengths Assessment (aka, Strengths Finder): <https://store.gallup.com/p/en-us/10108/top-5-cliftonstrengths>. Select the "Top 5" option.

You will have **free** access to the required textbooks in Canvas:

- 1) Hogelucht, K. (2021). *The Art of Resume Writing, Interviewing, and Networking* (2nd Ed.) San Bernardino, CA. ISBN-13: 979-8528022628 *PLNU students have free access.
- 2) Hosmer, L. R. T. (2008). *The Ethics of Management* (6th Ed). McGraw-Hill Irwin. ISBN: 978-0073405032 *Book is out of print – *PLNU students have free access.

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about **LomaBooks**, please go: [HERE](#)*

ASSESSMENT AND GRADING

<u>Assignment</u>	<u>Points Possible</u>	
1 st Day Check-In/Course Agreement	5	
Academic Honesty Verification	5	
Research Article & Connection to Survey Finding	10	
Committee Simulation	15	
Mission, Vision, Values, and Goals Paper/Presentation	30	
Resume Draft Workshop	15	
Midterm Exam	100	
Resume Assignment (5 parts)	100	
Informational Interview Paperwork/Presentation	100	
APA Activity	10	
LinkedIn Activity	20	
Clifton Strengths Assessment & Coaching Session	30	
Ethical Dilemma	50	
Interview Impromptu	10	
Mock Interview	50	
Professional Presence Final (Elevator Pitch & Portfolio)	50	
Class Participation (attitude, attendance, and engagement)	50	Total = 650 pts. Possible

Grade Scale. Based on a +/- scale.

A	604-650	D+	435-454
A-	585-603	D	409-434
B+	565-584	D-	390-408
B	539-564	F	389 and below
B-	520-538		
C+	500-519		
C	474-499		
C-	455-473		

INCOMPLETES AND LATE ASSIGNMENTS

No late assignments are accepted. All work is due in Canvas by the date and time specified. Points will be deducted if turned in late in the class period. Failure to turn in work during class period in which it is due will receive a zero. Incompletes or late assignments will only be assigned in extremely unusual circumstances.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be

aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU RECORDING NOTIFICATION

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog.

See [Adult Undergraduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU ACADEMIC BEHAVIOR POLICY

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the Academic Behavior Policy in the University Catalog.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU Academic Accommodations Policy. PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors can view a student's approved accommodations through Accommodate. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes. *Students who need accommodations for a disability should contact the EAC as early as possible (i.e. prior to semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day.

COURSE SCHEDULE AND ASSIGNMENTS

Class	Module	Topic	Work Due
M 8/31	Introduction to Business Communication	Introduction to Course	Three Items DUE in Canvas by end-of-day (11:59 p.m.) 1. First Day Check-In: Course Agreement 2. Academic Honesty Verification Statement
W 9/2	Introduction to Business Communication	*Explain Mission, Vision, Values and Goals Assignment *Soft Skills Research Activity: Pair up with someone and use Google Scholar to find at least one article that addresses either question: 1) Are soft skills important to securing employment? OR 2) What is the impact of AI on soft skills? 3) Load article(s) into AI tool "Notebook" and ask it to summarize the connection of soft skills to AI or securing employment.	Soft Skills Research Activity: DUE in Canvas by 11:59 p.m. - Submit a pdf or link to the article, along with a paragraph answer (based on the article) to the question you researched. Be sure to double-check that the content is accurate and put the paragraph in your own words. *If time allows - Be prepared to have one group member to share the answer to your question based on the articles you used– Not a formal presentation.
M 9/7		Labor Day!	
W 9/9	Communication Styles & Self-Assessment	Listening, Working in Teams, Nonverbal Communication	Come prepared to take detailed notes during class.
F 9/11		HEADSHOT DAY #1!	All BUS 3013 Students are required to get a professional headshot taken. Sign up through the google link posted in Module #3
M 9/14	Communication Styles & Self-Assessment	Explain Committee Simulation	Simulation Agenda DUE in Canvas by end-of-class period from ALL students.
W 9/16		HEADSHOT DAY #2!	All BUS 3013 Students are required to get a professional headshot taken. Sign up through the google link posted in Module #3
W 9/16	Communication Styles & Self-Assessment	Deliver & View In-Class Committee Simulations	
M 9/21	Communication Styles & Self-Assessment	Mission, Vision, Values & Goals Presentations (No PowerPoint – Prepare notecards ahead of time).	Defining Your Personal Path: Mission, Vision, Values & Goals Paper DUE in Canvas by START of class.
W 9/23	Communication Styles & Self-Assessment	Continued MVVG Presentations	Be on time to class, attentive (no laptops out), and ask questions if time allows.
M 9/28	Communication Styles & Self-Assessment	View Video in Canvas, Module #2 entitled,	Build Your Professional Network and Profile with LinkedIn: Add Professional Headshot from

		"Nick Wolf: Using LinkedIn to Connect with Alumni	photoshoot, complimentary background picture, education, and skills. (DUE by 11:59 p.m.).
W 9/30	Job Application Materials	Clifton Strengths Workshop with Certified Strengths Coach: Nicole Morales	Clifton Strengths Assessment "Signature Themes Report" DUE by START of class in Canvas
M 10/5	Job Application Materials	Writing a Cover Letter & Resume Explain 5 Part Resume Assignment	Read Hogelucht Ch. 1
W 10/7	Job Application Materials	Resume Draft Workshop	Bring hard copy (print-out) of Resume Draft to Class.
M 10/12	Job Application Materials	Explain Professional Presence Final (Elevator Pitch & Portfolio Workshop)	Please bring charged laptop to class with you. 5-Part Resume Assignment DUE by 11:59 p.m. in Canvas
W 10/14	Interviews & Professional Presentations	Informational Interview Discussion	Hogelucht Ch. 3 & 5
M 10/19	Interviews & Professional Presentations	Organizing and Delivering a Professional Presentation	
W 10/21		Midterm Exam	Please bring charged laptop to class. You will be taking the exam through Honorlock (during assigned class time).
M 10/26	Interviews & Professional Presentations	Effective Employment Interviewing	Hogelucht Ch. 2
W 10/28	Interviews & Professional Presentations	Interview Impromptus	Prepare stories to back your answers to the 18 Commonly Asked Interview Questions located in Hogelucht text, Ch. 2. Back your answers with a specific story or example.
M 11/2	Interviews & Professional Presentations	MOCK INTERVIEWS	Revised Resume (based on my feedback), One-Page typed Self-Evaluation, and emailed thank you note DUE in Canvas by 11:59 p.m. (same day as mock interview)
W 11/4	Interviews & Professional Presentations	Review Informational Interview Assignment Requirements posted in Canvas, Module 2 *Use class time to conduct interviews or organize paperwork for assignment.	Please note that randomly selected class members will fill out peer evaluation forms for speakers each presentation day.
M 11/9	Interviews & Professional Presentations	BEGIN INFORMATIONAL INTERVIEW PRESENTATIONS: *Assigned Presenters will present PowerPoint Presentation In-Person in the classroom. *Business Casual Attire *8-10 minute time frame (-1 pt. off for every 30 seconds over or under time)	REQUIRED PAPERWORK DUE from ALL Class Members by START of Class in Canvas. Arrive on time, be attentive, put laptop away, and ask questions if time allows.

W 11/11	Interviews & Professional Presentations	CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	Arrive on time, be attentive, put laptop away, and ask questions if time allows.
M 11/16	Interviews & Professional Presentations	CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	Arrive on time, be attentive, put laptop away, and ask questions if time allows.
W 11/18	Interviews & Professional Presentations	CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	Arrive on time, be attentive, put laptop away, and ask questions if time allows.
M 11/23	Interviews & Professional Presentations	CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	Arrive on time, be attentive, put laptop away, and ask questions if time allows.
W 11/25		THANKSGIVING BREAK!	
M/11/30	Interviews & Professional Presentations	CONTINUED - INFORMATIONAL INTERVIEW PRESENTATIONS	Arrive on time, be attentive, put laptop away, and ask questions if time allows.
W 12/2	Team Communication & Collaboration	Explain Ethical Dilemma Group Assignment APA Format (7th Ed).	View Ethics Videos 1-2 Read Hosmer Ch. 1-2 APA Activity DUE by 11:59 pm
M 12/7	Team Communication & Collaboration	Ethical Dilemma Workshop: Meet in the classroom for directions on workshop. Use class time to work on the Group Ethical Dilemma Report & Letter.	View Ethics Videos 3-4 Read Hosmer Ch. 3-4 Watch Pre-Recorded Lectures: Writing Routine Messages & Persuasive/Bad News Messages (Posted in Canvas). You will be writing a persuasive/bad news letter as part of your Ethical Dilemma Assignment due next class period.
W 12/9	Team Communication & Collaboration	Group Work / Meet to Finalize Ethical Dilemma Report & Letter Review Website Requirements	Ethical Dilemma Report & Letter DUE in Canvas by 11:59 p.m. Please note: Designate one group member to submit the most up-to-date version of the report in Canvas on behalf of the entire group. Email Prof. Hogelucht peer evaluation scores for each member of your group for the Ethical Dilemma Project (0 to 10). 10 highest score possible. I will compute average for each group member and apply it to his/her paper grade. If you are okay with giving all group members perfect scores (10), no need to email me. I will automatically apply a 10 on your behalf if I do not hear from you.
T 12/15 4:30 PM			Submit Portfolio Link in Canvas by the START of final exam time. Deliver Portfolio Tour In-Class.

DESCRIPTION OF COURSE ASSIGNMENTS

Informational Interview Package (100 pts. – Rubric included in Canvas) This written assignment designed to help you gain valuable information about your future career. This could possibly be one of the most meaningful assignments you do in your college career (I've heard this from so many students). Contacts made through this assignment could lead to an internship and/or future job.

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The informational interview assignment involves **four parts**:

1. **Locate interviewees/schedule interviews. Start on this right away, today.** Schedule an interview with TWO professionals who are currently employed in the industry/profession you think you would ideally like to pursue. Shoot for the stars with this assignment. You may not interview close friends, family members, PLNU employees, or current employers (these are all fairly easy access for you/ you should do these interviews outside of this assignment). Instead, research your field and shoot for the top in your field. Students in the past have used the directory of PLNU contacts/alumni as a resource (I will give this to you), friends' parents and parents' friends, yellow pages, and lastly some students went directly to the organization they were interested in to inquire about a possible informational interview. While it is preferred that you conduct these in-person, in light of many hybrid work situations, these can be done by phone, zoom, or Google Hangouts.
2. **Conduct the interviews.** Conduct the two 20 – minute interviews in person (preferably at the professionals' workplaces) or by phone, Google hangouts, Zoom, or socially-distanced at the professionals' workplaces. Avoid meeting at unusual settings and at late hours. Check with me if you are questioning anything. Approach these interviews as if you were applying for a job. Consider carefully the image you want to project in both dress and style. Always lean toward the conservative side in dress.
3. **On Nov. 9th, all class members are required to turn in the following (you will do this in Canvas):**
 - a. **One typed page (double-spaced) with three paragraphs highlighting:**
 - 1) How your career goal is clearer, has changed or been adapted because of what you learned from this assignment.
 - 2) What you learned about the process of conducting an interview?
 - 3) Advice you would give students doing this assignment in the future
 - b. **One copy of each of the thank you letters you e-mailed or sent to interviewees and a copy of the addressed, stamped envelope to each interviewee (if mailed through post office).** Each thank you should be different in that you should highlight something specific you learned from each person. You may type or write these. If you write them, make sure your writing is legible.
 - c. **Typed Contact Information for Each Professional (Name, Job title, Company, phone, and email) or business card.** With two notes made: 1) Are they on our "list" and 2) Can we add them to our "list" for future students to contact for an informational interview.
4. **Professional PowerPoint (DUE at the START of Class on Your Assigned Presentation Day).** The last part of the assignment involves the creation of an Informative PowerPoint about the industry or field you researched. The format for the Power Point is as follows:

Informational Interview Presentation Format

I. **Introduction** (*Recommended 1 slide for each part of intro.*)

- A. Attention-getter (interesting story, rhetorical question, etc.)
- B. Area you are interested in/ career field
- C. Preview of points covered in body (for each interview, mention name, title, and lesson learned from each person/ keep this brief as you'll go into detail in the body)

II. **Body** (*Recommended 3-4 slides for each interview—highlighting 4 parts*)

- A. Career field/occupation #1
 - 1. Name of person interviewed
 - a. Job title
 - b. Rationale for Choosing Person
 - c. How did you discover this professional (list, FBI, parent's friend, friend's parent, website, went to business)
 - 2. Company
 - a. background information on company
 - b. description of workplace (describe the environment, decorations, attire, lighting, workspace—open or cubicles)
 - 3. Position Details
 - a. Describe briefly the skills needed for the position
 - b. Explain the job responsibilities of professional.
 - 4. Highlight one lesson you learned about this career field or position from your informational interview
 - a. State lesson clearly, i.e. "Every day is different"
 - b. Tell detailed/specific story to support lesson
(*You must dig deeper in the interview to get them to tell you these interesting stories, i.e. Tell me specifically how today is different from yesterday; what did you do each day?)
 - 5. Assessment
 - a. Would you want to work for this company? Why or why not?
 - b. Could you see yourself happy in this position? Why or why not? If yes, what are your next steps to make this a reality?
- B. Career Field/Occupation #2 (*Please note: It's O.K. to interview two people in the same career field/same occupation or you may interview people in three different career field*).
 - 1. Name of person interviewed
 - a. Job title
 - b. Rationale for Choosing Person
 - c. How did you discover this professional (list, FBI, parent's friend, friend's parent, website, went to business)
 - 2. Company
 - a. background information on company

- b. description of workplace (describe the environment, decorations, attire, lighting, workspace—open or cubicles)
- 3. Position Details
 - a. Describe briefly the skills needed for the position
 - b. Explain the job responsibilities of professional.
- 4. Highlight one lesson you learned about this career field or position from your informational interview
 - a. State lesson clearly, i.e. “Every day is different”
 - b. Tell detailed/specific story to support lesson
 (*You must dig deeper in the interview to get them to tell you these interesting stories, i.e. Tell me specifically how today is different from yesterday; what did you do each day?)
- 5. Assessment
 - a. Would you want to work for this company? Why or why not?
 - b. Could you see yourself happy in this position? Why or why not? If yes, what are your next steps to make this a reality?

III. Conclusion

- A. Provide summary including name/title and lesson learned from each person.
- B. Next steps (secure internship and/or how career goals have been reinforced or changed).
- C. Creative tie-back to your attention-getter

*Please see Canvas for rubric, as well as Ch. 3 and Ch. 5 in Hogelucht text for information on how to set up the interviews, what to wear, and possible questions to ask.

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Cover Letter, Resume, Reference Page, Job Description & Business Card. (100 pts.- Rubric included in Canvas)

For this assignment you will be asked to print out an official job description, tailor a cover letter to fit job description, write your own professional resume, type up a page of three References, and create your own professional business card. Cover letter format and Resume formats will be covered in class.

Professional Presence Final. (50 pts.) Purpose: Create a professional portfolio that showcases your strengths and experience. This should be something you can confidently share with employers and continue to build by adding work you are proud of throughout your time at PLNU.

PART 1: Elevator Pitch (20 pts)

In-Class | 30–60 seconds | 1:1 delivery (in front of class)

You will deliver your pitch **to one classmate**, while the class observes.

Structure + Examples

1. Hook (Start strong)

- “I’m really interested in how brands connect with people in authentic and creative ways.”

2. What You Do

- “I’m a marketing major focused on brand strategy and digital marketing.”

3. Differentiator (Why you?)

- “What sets me apart is my mix of creativity and analytics. I enjoy coming up with ideas, but also measuring what actually works.”

4. Proof Point (Optional)

- “For example, I recently worked on a campaign project where our team increased engagement by more than 30%.”

5. Close with a Question (Required)

- “What kinds of brands or campaigns have stood out to you recently?”

PART 2: Professional Portfolio (30 pts)

Submit link on Canvas. Give the class a 1-2 minute review.

Platform Options

- Website (Wix, Squarespace, WordPress)
- LinkedIn – Enhanced with About, Strengths, Skills, and Recommendations
- Canva (slides or website)
- Notion (free online – fonts limited)
- (Or another approved platform)

Required Sections (no matter what platform you use)

- ✓ Home / Introduction – welcome message, preview of portfolio contents, professional headshot
 - ✓ About Me (professional headshot + bio – major/interests/goals + pdf MVVG paper)
 - ✓ Strengths & Skills (link to Clifton Strengths Report as pdf)
 - ✓ Resume as pdf. (revised based on feedback)
 - ✓ Experience / Work Samples
 - ✓ Contact Info. (email clickable + LinkedIn link)
 - ✓ Testimonials (optional)
-

Best Practices

- Keep it **clean, simple, and professional**
 - Align messaging with your **pitch**
 - Show **who you are, not just what you've done**
 - Make it something you'd be proud to share with an employer
-

Big Idea

👉 *Your pitch tells your story. Your portfolio proves it.*

Mock Interview (50 pts.) You will participate in a 15-minute interview with a business professional. This assignment requires you arrive 10 minutes before scheduled time, dress business casual (collared shirt, jacket, dress pants, tie (men), and/or skirt/dress (women)), bring Resume, and a recording device. Great learning experience! Until further notice, this interview will be conducted remotely.

Ethical Dilemma Report & Letter (50 pts. – APA format) This group assignment is designed to develop your skills in analyzing and addressing an ethical dilemma (case study) considering economic outcomes, legal requirements, and ethical duties. This assignment is based on chapters 1-4 in the Hosmer book, as well as four mini pre-recorded lectures featuring Dr. Wiese.

Each group should create a well-written report following the guidelines explained in class, as well as utilizing the book and lectures as primary resources. The Hosmer book must be cited in the opening and included on a reference page (in proper APA format 7th Edition).

Midterm Exam (100 pts. – Canvas Online/Honorlock) You will be given one exam (a Midterm Exam) online through Honorlock. The exam is worth 100 pts. The exam will include multiple choice and short answer/essays. No requests for early examinations or alternative days will be approved. Please go to <http://www.pointloma.edu/experience/academics/class-schedules> to view final schedule.

Clifton Strengths Assessment (30 pts.) Complete Clifton Strengths Assessment – Submit Official Signature Themes Report in Canvas by START of class. Meet with Strengths Coach by Nov. 25th. Attendance will be confirmed with strengths coach. No late sessions will be allowed past the due date.