Being a Creative, Independent Media Professional [Mediapreneur]

Date & Time: Friday 12:00 – 2:50 PM
Instructor: Peter Lemish, Ph.D.
Office Hours: Friday 3-4, & by appointment

Class Meeting Room: COMM 1214
Email: peterlemish@siu.edu
Office: COMM 1233

Course Description: Today, young media ‘creatives’ working via multi- or single platforms such as activists, editors, filmmakers, graphic designers, journalists, photographers/photojournalists, scholars, social media facilitators, sound artists, visual artists, webmasters, wordsmith-copywriters, writers … are well-advised to develop an independent and entrepreneurial mindset, as well as toolkit for professional start-up, survival, and advancement. Accordingly, this course’s primary aim is to prepare participants to succeed in starting, or advancing, their career as a creative, independent media professional [IMP] - - aka freelancer, solopreneur, mediapreneur, part-timer, self-employed.

Aims

1. Orient participants to the mindset, issues, as well as advantages & challenges of being an IMP.

2. Enable participants to understand and prepare for four IMP options:
   * work as freelancer in part-time or project work with media, business, or NGO / NPO / CSOs;
   * establish and manage own small media business;
   * be employed in educational work in formal as well as informal educational settings.
   * advance entrepreneurial initiatives, including grant submissions & independent fund raising to sustain your art or writing projects.

3. Prepare for post-graduation work as IMP by creating a professional portfolio.

Requirements

**NOTE: Revisions in requirements may be made based on participants’ background**

Class participation: Prepare for, participate in, present, document, and reflect on readings, class discussions, assignments, and activities – including MCMA workshop we will facilitate via weekly / structured reflections and periodic assessment/reflection activities. 20%

Professional Portfolio ....inclusive of following documents:

1. Demonstrate professional adaptability by preparing packages* of materials for three positions: 30%
   a) Project proposal or application for freelance work of your choice, ground in your business;
   b) educational work
   c) NGO job or project.

   * Package for each position to include: Cover letter, vision statement, resume; exemplars.

2. Business Plan ** 20%

Project ** For example:

1. Websites: a) Assess 2 freelancers’ websites, in your specialization; and, b) submit plan to develop / or / improve your own website or blogsite. 30%

2. IMP Exemplars: Resource gathering & analysis (including interviews, if possible) of IMP exemplification, via 3 or more IMP exemplars whose pathway is deemed insightful for your own envisioned IMP career. 30%

** Negotiable in consultation with instructor
Assessment Criteria

A = Assignments fully complete, include initiative extending / adapting to personal needs; grounded, critical / structural, and insightful analyses; articulate and **creative presentation**.

B = Assignments fully completed; demonstrating with very sound understanding and analysis; reflective; informed; attempt made at creative presentation & expression.

C = Completion of most parts of assignments; sound understanding of subjects; competently expressed and structured.

D = Partial completion of assignment; demonstrates limited to fair understanding/knowledge of subject/s, adequately expressed.

F = Inadequate understanding, poorly/inappropriately expressed, poor use of language.

Topics to be Addressed

- Mindset: On Being Creatively Self-employed ~ Freelancer freedoms, challenges, and fears;
- Envisioning & strategizing to make most of talents and capabilities; survey employment opportunities / occupational ecologies – local to global, corporate, non-profit, and educational;
- Pre-career launch tasks (e.g., creating portfolios, websites);
- Project Life Cycle: From Birth to Eternity/Demise/Renewal
- Business ‘v.’ social entrepreneurship;
- Self- and product marketing;
- Seeking, pitching to and working with clients;
- Freelance & project work for civil society organizations
- Small business concerns: developing a business plan, finances, legal and ethical concerns.
- Education Option...and issues & challenges of being an adjunct, independent educator, speaker

Modules

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<thead>
<tr>
<th>Mod</th>
<th>Mtgs</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>2-5</td>
<td>8/29 - 9/19</td>
<td>IMP Mindset: Broad Views, KSAVs, Advantages &amp; Challenges.</td>
<td>1. Career Development Plan: Stage 1 2. 2 initial vision statements 3. KSAV: Self-Assessment &amp; Mapping</td>
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<td>16</td>
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<td>12/14 12:00-2:00</td>
<td><strong>Final Exam, and due date for submission of assignments</strong></td>
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Notes:

- IMP = Individualized / Professionalized Majors
- CV = Curriculum Development
- KSAV = Knowledge, Skills, Abilities, Values
- CV options = Curriculum Development Options
- CVs = Curriculum Development Statements
- Business Plan = Final Business Plan (due)
- Project plans = Final Project Plans (due)
- 3 Course Proposals = Final 3 Course Proposals (due)
- Final Exam = Final Exam (due)
- Self-assessment = Final Self-assessment (due)
- Final Exam, and due date for submission of assignments

Points

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = 0 - 59
Required Readings


Additional Key Resources (Selected)


DEMOTIX Network for Freelance Journalists http://www.demotix.com


House Committee on Education and the workforce (2014). *The Just-in-time Professor: Staff Report Summarizing eForum Responses on the Working conditions of Contingent Faculty in Higher Education*.


## Sessions & Assignments

Note: Only Sessions 1-4 are set; remainder to be determined based on class interest and background.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>PREP Assignments per due date</th>
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<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>1. Complete readings as Intro to IMP Mindset &amp; Prepare Guided Reading Questions</td>
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<td>1. Fischer: CSE: Chapters 1,10 [pp. 1-23; 150-158]</td>
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<td>3. Fischer: WTIE: Intro [pp. 16-16; 167-178]</td>
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<td>2</td>
<td>9/4 IMP Mindset: Broad Views</td>
<td>2. IMP Vision Statements: Draft 1. Prepare &amp; print 2 copies of 2 different vision statements, each 1 page, single spaced - for 2 IMP options of your choice.</td>
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<td>1. Presentation &amp; discussion of the readings</td>
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<td>2. KSAV Exercise related to Vision Statements</td>
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<td>3. Preparations for IMP Mapping Exercise</td>
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<td>3</td>
<td>9/11 IMP Mindset: Advantages and Challenges</td>
<td>1. KSAV Mapping Exercise</td>
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<td>1. Advantages &amp; challenges of being Creatively Self-Employed</td>
<td>2. Complete readings prepare reading questions: Fischer - CSE: Chapters 2 - 8</td>
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<td>3. Principles of Lateral Career Projection</td>
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<td>4</td>
<td>9/18 Entrepreneurship &amp; Business options</td>
<td>Prepare assignments for September 19:</td>
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<td>Guest: Aimee Wigt, Small Business Development Center</td>
<td>1. Career Development Plan for 3 Options</td>
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<td>2. IMP Vision Statements for same 2 work options (can be revision of draft 1)</td>
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<td>5</td>
<td>9/25 IMP Mindset – Intermediate Summary</td>
<td>3. CV for 2 IMP work options</td>
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<td>1. Presentations of work prepared</td>
<td>4. Presentation of 2 IMPs whose careers insightful in your development</td>
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<td>2. Summary Discussion: What did we learn?</td>
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<td>6 - 9</td>
<td>10/2 - 10/16</td>
<td>To be assigned</td>
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<td>1. Project Life Cycle, Entrepreneurship, ‘Branding’</td>
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<td>2. CSO Option</td>
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<td>4. Education Option</td>
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<td>14 - 15</td>
<td>12/4 &amp; 12/11</td>
<td>Presentations - Business Plan &amp; Portfolio</td>
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<td>Feedback from representative of SIU Small Business Development Center.</td>
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<td>16</td>
<td>12/14 Midnight</td>
<td>Noon: FINAL EXAM &amp; Midnight is due date for submission of REQUIRED Assignments.</td>
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Building Emergency Response Protocols for Syllabus:

University’s Emergency Procedure Clause:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Students With a Disability:**

Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

**Tornado:**

During the spring semester we have a **Storm Drill**.

Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to be quiet in the basement as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

**Fire:**

During the fall semester we have a **Fire Drill**.

Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class.

**These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.**

**Bomb Threat:**

If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. **DO NOT USE YOUR CELL PHONES.** Some bombs are triggered by a cell phone signal.
Shooter in the Building:

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don’t stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. Be quiet and wait for the police to arrive. The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person MUST raise his/her hands above his/her head.

Earthquake:

In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

Rave Mobile Safety Alert System:

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to Saluki Net, go to my records tab, under SIUC Personal Records, click on View My SIUC Student Records, Under Main Menu click on Personal Information, click on View and Update Addresses and Phones, in the middle of the page click [Update Addresses and Phones], under phones click Primary: This will take you to Update Addresses and Phones – Update/Insert, under primary phone number for this address put in your cell phone and submit. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

CPR/Defibrillator and First Aid Class:

If you would like to take a CPR/Defibrillator and/or First Aid class, contact LaVon Donley-Cornett, lavong@siu.edu or call 453-7473.

Women's Self Defense Classes are offered to female students faculty and staff by the Department of SIU Public Safety. For more information contact Officer Mary Stark marys@dps.siu.edu.