

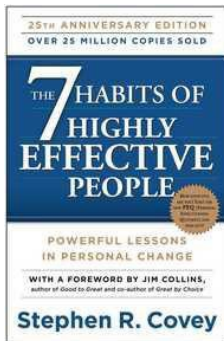


**Bachelor of Applied Science
Course Syllabus
BAS 300 – Building Professional Competencies**

Instructor	Kristi Morrow M.A
Email Address	kmorrow8@gmu.edu
Office Hours	By VIRTUAL Appointment Only. Email to schedule.
Office Location	Zoom Appointments Only
Catalog Description	This course serves as an orientation to the BAS degree program. Current strengths are assessed, and future planning is highlighted. Core competency areas related to personal effectiveness and academic/workplace success are stressed. Introduction to the university's online learning system and other available resources useful for degree completion are also emphasized.
Prerequisites	ENGH 100 or ENGH 101.
Rationale	The BAS degree was designed to provide students with an AAS degree pathway to a bachelor's degree. Students in this program are generally adult learners who come from a diverse background. BAS 300 serves as an introduction to Mason, to BAS, and to the online learning environment.
Course Design	This course is online, asynchronous, and delivered via Blackboard. Class will begin each Tuesday and conclude the following Tuesday at 11:59 PM.
Course Outcomes	Students will... <ul style="list-style-type: none">• Become familiar with Blackboard Learn.• Identify and utilize University resources for student success.• Better understand and apply behaviors for self-management in a distance-learning environment.• Assess their current capabilities; learn new skills and improve current skills to increase employability.

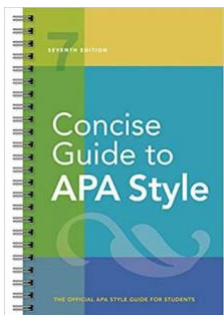
This course was designed by Dr. Bruce Roemmelt

Required Textbooks



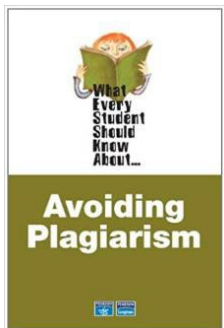
The 7 Habits of Highly Effective People
By: Steven S. Covey

Any format/publication date is acceptable. This includes e-books (Kindle) and texts ordered online.



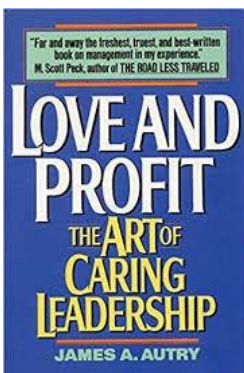
Concise Guide to APA Style
By: American Psychological Assn.

Any format/publication date is acceptable.



What Every Student Should Know About Avoiding Plagiarism
By: Linda Stern

Any format/publication date is acceptable.



Love and Profit: The Art of Caring Leadership
By: James A Autry

Any format/publication date is acceptable.

Grading

Grades will be awarded in accordance with the Mason Grading System for undergraduate students. See the university catalog for policies: <http://catalog.gmu.edu> for more information.

The grading scale for this course is:

97-100%	A+	93-96%	A	90-92%	A-
87-89%	B+	83-86%	B	80-82%	B-
77-79%	C+	73-76%	C	70-72%	C-
60-69%	D	0-59%	F		

Individual raw scores may be adjusted by the instructor to calculate final grades. Final grades will be determined based on the following components:

Graded Activity
Discussion Posts
Papers
Group Project
Resume/Cover Letter & Career Development Plan

Discussion forum posts: 5 points max

- Late 1 week: -2 points
- Late 2 weeks: -4 points
- After 2 weeks: not accepted

Papers: 25-30 points max

- Late up to 1 week: -5 points
- Late 2 weeks: -10 points
- After 2 weeks: not accepted
- Not following assignment instructions (i.e. length, citations, grammar, title page, etc.) will be deducted on a sliding scale.

Group Project: 75 points (divided into two deliverables, 50 points for your Social Contract, 25 points for your final presentation)

- Late 1 week: -5 points
- Late 2 weeks: -10 points
- After 2 weeks: not accepted

Portfolio and Career Development Plan: 50 points (divided into two deliverables)

- Late 1 week: -5 points
- Late 2 weeks: -10 points
- After 2 weeks: not accepted

Should a learner have a “life situation” that could lead to a late submission, extensions will be granted based on **pre-notice** of the late submission by the student as close to the event that caused the issue as possible, requested before the deadline, and include a timeline that the student will submit the assignment. Having another assignment due for another class is NEVER an excuse for a late submission.

A final grade of C or better is required to proceed to BAS 490. A “C-“ or less grade will require a retake of the course.

Do not disappear for large chunks of the class and not participate. Trying to get your C by submitting all your late work in the last two sessions will not work. (see grading penalties above)

Important Dates

Dates for adding, dropping the course, etc. are available on the [Registrar’s Office website](#).

Religious Holidays

A list of religious holidays is available on the [University Life Calendar page](#). Any student whose religious observance conflicts with a scheduled course activity must contact the instructor at least 2 weeks in advance of the conflict date to make alternate arrangements. For our class you have seven days to do your work, so pick one of those seven to take off for your holiday.

As the class is online and asynchronous there will be no requirement for you to do anything on religious holidays, but as for every other session, you will get your assignments each Monday and have 7 days to complete your work.

Course Schedule and Assignments

NOTE: The content within the Sessions in the Blackboard course site will be the final authority for assignments/due dates. The Syllabus below is intended as a global view of the semester's work but is subject to change at the discretion of the instructor.

Plan ahead! We will still be on 1 session each week for 15 weeks, even when there are holidays.

Session	Content	Activities	Assignments
Session 1	Blackboard Basics	Read Covey through Private Victory	Discussion Board 1 & 2: Post biography Post a photo of yourself Read "Leave a Legacy" Document
Session 2	Covey's 7 Habits Be Proactive Public/Private Victory Stimulus-Response	View Covey Video	Assignment: Write a paper about Personal Paradigm Paralysis Discussion Board 3: Post a video or article that reinforces class learning: being proactive
Session 3	Professional Development	Join LinkedIn Research resume and cover letter styles for your career path Read articles on proper email etiquette	Assignment: Draft a resume and cover letter for a job listing you find on LinkedIn. Discussion Board 4: Post a video or article that reinforces class learning: proper email etiquette
Session 4	Covey's 7 Habits Begin With the End in Mind	View Covey Video	Assignment: Personal Mission Statement Begin researching Career Development Plan Draft/Outline Discussion Board 5: Post a video or article that reinforces class learning: personal goal statements
Session 5	Professional Development	Research job boards Research internship opportunities	Assignment: Join Handshake and complete your profile. Meet with Career Services to discuss your cover letter, resume, and career goals. Discussion Board 6: Post a video or article that reinforces class learning: effective job-searching

Session 6	Covey's 7 Habits Put First Things First	View Covey Video Meet with your academic advisor to complete Plan of Study Worksheet	Assignment: Write a paper on improving prioritization Discussion Board 7: Post a video or article that reinforces class learning: prioritizing your time
Session 7	Blackboard Basics Group Work/Project Assigned- The 5 Essential Elements Required To Ensure Academic Integrity	Read Covey to the end Meet your group	Assignment: Career Development Plan first draft Prepare for Group Project (Part 1 Due the end of Session 10 and Part 2 Due at the end of Session 14) Discussion Board 8: Post a video or article that reinforces class learning: virtual teamwork
Session 8	Covey's 7 Habits Think Win-Win	View Covey Video	Assignment: Write a paper describing a win-win agreement from your past Plan of Study Worksheet with Academic Advisor's signature due. Discussion Board 9: Post a video or article that reinforces class learning: win/win agreements
Session 9	Professional Development	Read "Love and Profit" Read Blackboard articles about networking.	Assignment: Write a paper on your reactions to Love & Profit Discussion Board 10: Post a video or article that reinforces class learning: Networking advantages
Session 10	Covey's 7 Habits Seek First to Be Understood, Then to Be Understood	View Covey Video Group project	Assignment: Write a paper on a situation that had an unfavorable outcome where you feel the failure of your communications caused that outcome Group Assignment: Group project deliverable 1: Social Contract Discussion Board 11: Post a video or article that reinforces class learning: effective communication

Session 11	Mason Writing Center	Writing Center Career Development Plan (to writing center)	Assignment: Submit your draft Career Development Plan to the Writing Center Discussion Board 12: Post a video or article that reinforces class learning: using effective writing in business
Session 12	Covey's 7 Habits Synergize	View Covey Video	Assignment: Write a paper on a positive synergy experience Discussion Board 13: Post a video or article that reinforces class learning: synergy works
Session 13	Professional Development	Review the "Career Readiness Guide" offered by Career Services	Assignment: Career readiness guide reflection paper Discussion Board 14: Discuss a Management/Leadership book you have read in the past.
Session 14	Covey's 7 Habits Sharpen the Saw	View Covey Video	Assignment: Write a paper about implementing the four 7 Habit components in your own life Group Assignment: Group project deliverable #2 PowerPoint Post project 360- degree evaluation Discussion Board 15: Post a video or article that reinforces class learning: Sharpen the saw
Session 15	Professional Development Course Evaluation	Submit course evaluation	Assignment: Career Development Plan (final submission) Post a "Leave a Legacy" note to future students

Assignment Submission Criteria

Discussion Board Posts

While more casual than papers, discussion board posts should also be grammatically correct and display college-level writing skills. There is no length requirement for posts, but they should express your thoughts thoroughly.

For discussion posts that require you to upload a video or article, you must also explain why you chose to share that article/video. What about it resonated with you?

In addition to writing your post, you need to reply to another classmate's post each week. Your response must be thoughtful and thorough. Simply stating "great thoughts!" is not an adequate response. Do you agree or disagree with the original post? Why or why not? Do you have suggestions on other things they should consider?

Grading for Discussion Board Posts will be 3 points for your article or video posted and your thoughts, and 2 points to respond to a classmate's post.

Papers

You will write several (7+) [Reflection Papers/Essays](#), particularly about the Covey Habits in the required Covey Text! A Reflection Paper >>> A Critical Reflection (also called a reflective essay) is a process of identifying, questioning, and assessing our deeply-held assumptions – about our knowledge, the way we perceive events and issues, our beliefs, feelings, and actions. There are two kinds of curriculum design and learning models, [Pedagogy](#) (Scroll down on the Andragogy page to compare and contrast the two models) and [Andragogy](#).

Pedagogy is teaching kids their times tables or requiring older folks to memorize /explain stuff on a test. Andragogy is about adult learning, applying a learning concept to their lives and how it affects and potentially improve their lives. Here we do Andragogy!

Full details about the topics, page requirements, examples/guides, etc. can be found in the individual Blackboard assignment for each paper. Read and comply with ALL of the instructions! Especially concerning margins, fonts, spacing, separate paragraphs for different thoughts/ideas/sections, and in-text citations and a separate reference page.

At minimum papers and other submissions should have a title page, content/body (usually 2-4 pages), and a separate page(s) for citations and references, as well as 12-point font, double-spaced, and 1" margins. All papers shall be submitted in PDF format (Pages and Word have a 'Save As' function to convert to PDFs).

Students in the BAS program will have a lot of writing to do and as first semester Juniors at Mason, there is an expectation that you will be able to write on a Junior level. You should go to the Mason Student Writing Center for help writing your assignments.

NOTE: THE FIRST THREE PAPERS WHERE THE SUBJECT IS A REFLECTION OF ONE OF THE COVEY HABITS, NEED TO HAVE A MINIMUM 2 CITATIONS/REFERENCES TO THE REQUIRED COVEY TEXT, AND THE LAST 4 COVEY REFLECTION PAPERS MUST HAVE ONE CITATION/REFERENCE TO YOUR COVEY TEXT AND ONE OF YOUR CHOOSING NOT FROM THE COVEY TEXT (BUT STILL MINIMUM OF TWO CITATIONS/REFERENCES).

All papers must be uploaded to the appropriate assignment space in Blackboard. Emailed copies will not be accepted unless otherwise approved.

All assignments must be submitted in PDF format (Both Word and Pages have "save as" options for saving in PDF format. It is the responsibility of each student to check to see what their assignment looked like and whether it was actually

submitted, upon submitting an assignment

All papers will be checked for plagiarism. Don't do it. Seriously. Include citations as needed. Grammar will also be checked. College-level writing is required.

Write at a college level, and never submit a paper without separate paragraphs for introduction, main thoughts/responses, and conclusion(s)!

College-level writing is important. Grammar and spelling/word context will be evaluated. Students are highly encouraged to download and install a program like [Grammarly](#) that will help them proof their work. It is FREE and works with Microsoft Word, Apple Pages, Firefox, and even Blackboard.

[Mason Student Writing Center](#). You may be required to access the Mason Student Writing Center to get help with your writing. You can send your work and access a helper online from the Center and improve your skills.

Group Project

Full details will be available in Blackboard in Session 7.

Resume/Cover Letter/Career Development Plan

Full details will be available in Blackboard in Sessions 3 and 4.

Classroom Conduct

In our online "classroom", students are expected to conduct themselves in a manner that is conducive to learning, as directed by the instructor. Any student who negatively impacts the opportunity for other students to learn will be warned – if disruptive behavior continues, the student will be removed from the course.

Communications

Registered students will be given access to a section of the [Blackboard Learning System](#) for this course. Blackboard will be used as the primary mechanism to disseminate course information, including announcements, lecture slides, assignments, and grades.

Communication with the instructor on issues relating to the individual student should be sent via email - not in the public discussion board on Blackboard. Federal privacy law and Mason policy require that any communication with a student-related in any way to a student's status be conducted using secure Mason systems – if you use email to communicate with the instructor you MUST send messages from your Mason email account.

Privacy

Instructors respect and protect the privacy of information related to individual students. As described above, issues relating to an individual student will be discussed via email, telephone, or in person. Instructors will not discuss issues relating to an individual student with other students (or anyone without a need to know) without prior permission of the student.

Graded work other than exams will be returned to individual students directly by the instructor (or by a faculty or staff member or a teaching assistant designated by the instructor or via another secure method). Under no circumstances will a student's graded work be returned to another student.

Faculty and staff will take care to protect the privacy of each student's scores and grades.

University Policies

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community that values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgment, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their

approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all**

non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202](#): Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence. Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the