

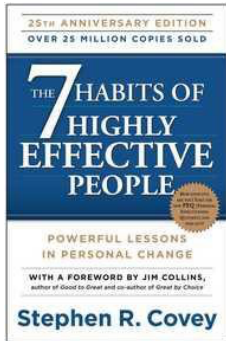


**Bachelor of Applied Science
Course Syllabus
BAS 300 – Building Professional Competencies**

Instructor	Ashley Korman, M.Ed.
Email Address	akorman2@gmu.edu
Office Hours	Virtual by appointment only, <u>e-mail to schedule</u>
Office Location	Zoom
BAS Website	https://bas.gmu.edu/
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 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 a pathway to a bachelor's degree. Students in this program are generally adult learners who come from diverse backgrounds. 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 Canvas. Class will begin each Monday at midnight and conclude the following Sunday at 11:59 PM.
Course Outcomes	Students will... <ul style="list-style-type: none">• Become familiar with Canvas.• 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.

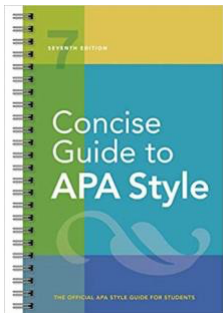
This course was designed by Dr. Bruce Roemmelt

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.

Grading

Grades will be awarded following 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	Weight
Reflection Papers & Videos	40%
Discussion Posts	20%
Group Project	10%
Resume & /Cover Letter	10%
Career Development Plan	10%
Career Readiness Assignments	10%

Discussion posts: 5 points max (*see discussion board rubric for additional point distribution*)

- Up to 1 week late: -2 points
- Up to 2 weeks late: -4 points
- Not submitted or more than 2 weeks late: No credit.
- Not responding to a peer: -2 points

Reflection Papers & Videos: 25-30 points max

- Up to 1 week late: -5 points
- Up to 2 weeks late: -10 points
- Not submitted or more than 2 weeks late: No credit.
- Not following assignment instructions (length, citations, grammar, title page, etc.) points will be deducted on a sliding scale. *Also see the paper rubric for more grading details.*

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

- Up to 1 week late: -5 points
- Up to 2 weeks late: -10 points
- Not submitted or more than 2 weeks late: No credit.

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

- Up to 1 week late: -5 points
- Up to 2 weeks late: -10 points
- Not submitted or more than 2 weeks late: No credit.

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. Please note that documentation may be requested in order to evaluate your request.**

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.

Important Dates

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

Religious Holidays & University Closures:

A list of religious holidays is available on the [University Life Calendar page](#). Any student whose religious observance conflicts with a specific scheduled course activity must contact the instructor **at least 2 weeks in advance** of the conflict date to make alternate arrangements.

As the class is online and asynchronous, there will be no requirement for you to do anything on religious holidays. However, you will get your assignments each Monday and have **7 days** to complete your work; therefore, please plan accordingly around religious holidays, university closures, and events.

Course Schedule and Assignments

NOTE: The content within the **Modules section** in Canvas **will be the final authority for assignments/due dates.** The schedule 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 module each week for 15 weeks, even when there are holidays/university closures.

Module	Content	Readings & Activities	Graded Assignments
Module 1 August 25, 2025 11:59 PM (Classes are opened each week by 11:59 PM (EST) each Monday evening)	Canvas Basics & Getting Started	Read Covey up to Private Victory Read Syllabus, Rubrics & Welcome Folder Read "Leave a Legacy" Document Watch Mason's Writing Center Video Watch Covey videos	Assignment: <ul style="list-style-type: none"> Syllabus Quiz Discussion Post: <ul style="list-style-type: none"> Post a professional biography Post a photo of yourself
Module 2 September 1, 2025 11:59 PM	Being Proactive & APA Formatting Review	Read Covey's Habit 1: Be Proactive View Covey Videos Review APA formatting information Review and use BAS 300 Style Guide	Assignment: <ul style="list-style-type: none"> Write a reflection paper about a Personal Paradigm Paralysis Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: being proactive
Module 3 September 8, 2025 11:59 PM	Professional Development	Join LinkedIn Research resume and cover letter styles for your career path Read articles on proper email etiquette	Assignment: <ul style="list-style-type: none"> Draft a resume and cover letter for a job listing you find on LinkedIn. LinkedIn Screenshot Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: proper email etiquette

Module 4 September 15, 2025 11:59 PM	Covey's 7 Habits: Begin With the End in Mind	Read Covey's Habit 2: Begin with the End in Mind View Covey Videos Begin researching Career Development Plan Draft/Outline	Assignment: <ul style="list-style-type: none"> Personal Mission Statement Paper Complete CliftonStrengths Assessment Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: "Begin with the end in mind"
Module 5 September 22, 2025 11:59 PM	Professional Development	Activity Capture Research job boards Research internship opportunities <i>Continue to work on Career Development Plan Draft</i>	Assignments: <ul style="list-style-type: none"> Join Handshake and complete your profile. Meet with Career Services to discuss your cover letter, resume, and career goals. Write a paper on your reactions to your Clifton Strengths results Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: effective job-searching
Module 6 September 29, 2025 11:59 PM	Covey's 7 Habits: Put First Things First	Read Covey's Habit 3: Put First Things First View Covey Videos Schedule a meeting with your academic advisor to complete Plan of Study Worksheet <i>Continue to work on Career Development Plan Draft</i>	Assignment <ul style="list-style-type: none"> Record a video reflection on improving prioritization, "What I Learned from Four Days in My Life" Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: "putting first things first", prioritizing your time
Module 7 October 6, 2025 11:59 PM	Professional Development <i>Group Work/Project Assigned: The 5 Essential Elements Required to Ensure Academic Integrity</i>	Read Covey's Public Victor to Habit 4 Meet your group <i>Prepare for Group Project (Part 1 Due at the end of Module 10, and Part 2 Due at the end of Module 13)</i>	Assignment: <ul style="list-style-type: none"> Career Development Plan Draft due Complete Anonymous Mid-Course Evaluation Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: virtual teamwork

Module 8 October 13, 2025 11:59 PM	Covey's 7 Habits: Think Win-Win	Read Covey's Public Victory & Habit 4: Think Win-Win View Covey Video <i>Continue to work on your group project: Social Contract</i>	Assignment: <ul style="list-style-type: none"> Write a reflection paper describing a win-win agreement from your past Plan of Study Worksheet with Academic advisor's signature due Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: win/win agreements
Module 9 October 20, 2025 11:59 PM	Professional Development	Read articles about networking <i>Continue to work on your group project: Social Contract</i>	Assignment: <ul style="list-style-type: none"> Submit final cover letter and resume with "receipt" from Career Services Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: Networking advantages
Module 10 October 27, 2025 11:59 PM	Covey's 7 Habits: Seek First to Understand, Then to Be Understood	Read Covey's Habit 5: Seek First to Understand, Then to Be Understood View Covey Videos <i>Continue to work on your group project: Slide Deck</i>	Assignment: <ul style="list-style-type: none"> Write a reflection paper on a situation that had an unfavorable outcome where you feel the failure of your communications caused that outcome Group Assignment: <ul style="list-style-type: none"> Group project deliverable 1: Social Contract Due Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: effective communication
Module 11 November 3, 2025 11:59 PM	Professional Development	<i>Work with the Writing Center on your Career Development Plan</i> <i>Continue to work on your group project: Slide Deck</i>	Assignment: <ul style="list-style-type: none"> Write a paper regarding professional portfolios Submit your draft Career Development Plan to the Writing Center Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: using effective writing in business

Module 12 November 10, 2025 11:59 PM	Covey's 7 Habits: Synergize	Read Covey's Habit 6: Synergize View Covey Videos <i>Continue to work on Career Development Plan</i> <i>Continue to work on your group project: Slide Deck</i>	Assignment: <ul style="list-style-type: none"> Write a reflection paper on a positive synergy experience Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: synergy
Module 13 November 17, 2025 11:59 PM	Professional Development	Review the "Career Readiness Guide" offered by Career Services <i>Continue to work on Career Development Plan</i>	Assignment: <ul style="list-style-type: none"> Career readiness guide reflection paper Group Assignment: <ul style="list-style-type: none"> Group project deliverable #2 Due <ul style="list-style-type: none"> PowerPoint Post project 360- degree evaluation Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: Job interviews
Module 14 November 24, 2025 11:59 PM <i>*This module will open November 17 if you want to work ahead because of the holiday*</i>	Covey's 7 Habits: Sharpen the Saw	Read Covey's Habit 7: Sharpen the Saw & end of the book View Covey Videos <i>Continue to work on Career Development Plan</i>	Assignment: <ul style="list-style-type: none"> Record a reflection video on sharpening the saw Redo Assignment Opportunity Due Discussion Post: <ul style="list-style-type: none"> Post a video or article that reinforces class learning: Sharpen the saw
Module 15 December 1, 2025 11:59 PM * ALL WORK DUE BY DECEMBER 8th at 11:59 PM.	Professional Development & Course Evaluations	Submit university course evaluation	Assignment: <ul style="list-style-type: none"> Career Development Plan (final submission) Due Post a "Leave a Legacy" note to future students Submit Korman's evaluation (internal)

Assignment Submission Criteria

Discussion Board Posts (5 pts)

While more casual than papers, discussion board posts should also be grammatically correct and display college-level writing skills, including using paragraph form. Your original post should be around 400 words, and it should express your thoughts thoroughly. **Your post is worth 3 of the 5 points.**

Many discussion posts will require you to upload a video or an article related to the topic given. You are free to choose a video or article that resonates most with you. **Please be creative, and do not choose websites/articles/videos that are specific to Dr. Covey; rather, find material that is related to the topic.** Please use the below list to guide your discussion post:

- Provide a brief summary (*a few sentences at most*)
- Why did you choose to share that article/video?
- What are your personal opinions, thoughts, ideas, and reflections on the topic? What resonated with you?
- Share a personal story or example that is relevant to the topic.
- How does what you chose relate to our class?
- You're also encouraged to pose a question or two to your classmates to encourage engagement in our class discussion.

In addition to writing your post, you will to reply to at least one other classmate's post each week, around 150 words. **Your response is worth 2 of the 5 total points** of the discussion board. Your response must be thoughtful and thorough, and **please address the person you're responding to by name.** 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?
- Did they pose a question that you may respond to?

Please also review the rubric posted on Canvas for additional guidance.

Papers (30 pts)

You will write several [Reflection Papers/Essays](#) focused on the habits described in the required Covey Text! These papers are meant to help you explore your beliefs, assumptions, and learning. Each reflection paper should include **specific, personal examples that are clearly integrated into your reflection.**

Full details about the topics, page requirements, examples/guides, etc., can be found in the individual Canvas assignment for each paper. **Read and comply with ALL of the instructions!** Especially concerning margins, fonts, spacing, separate paragraphs for different thoughts/ideas/sections, in-text citations, and a separate reference and title page. **At minimum, papers and other submissions should have a title page, content/body (usually 2-4 pages), and a separate page for references, as well as a 12-point font, double-spaced, 1" margins, and submitted as a PDF.**

As first-semester Juniors at Mason, there is an expectation that you will be able to write at a junior level. Be sure to include separate paragraphs for your introduction, main thoughts, and conclusion. Grammar and spelling will be evaluated. Tools like [Grammarly](#) (free and compatible with most word processors) can help you proofread your work. The [Mason Student Writing Center](#) is also a great resource to help you improve your writing. You can send your work and access help online from the Center and improve your skills.

NOTE: Pay attention to the reference/citation requirements. I will specify if you need to reference the **required** Covey text and/or do your own research depending on the instructions of the assignment.

All papers should be written in [APA formatting](#), including the title page, content (introduction, body, conclusion), proper citations, and a separate reference page. The **REQUIRED** APA "The Concise Guide to APA Style" text above is required to assist you! See the Canvas Module #2 for more assistance. All papers will be checked for plagiarism and inappropriate use of generative AI. Include citations as needed and complete your own work with your own mind.

All papers must be uploaded (PDF only) to the appropriate assignment space in Canvas. **Email copies will not be accepted** unless otherwise approved. **I set up Canvas to allow multiple submissions of assignments, but I only grade the most recent assignment submitted.** *Word, Pages, and Google Docs all 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.

In general, read the assignment instructions, follow them, and you'll find your professor is a very fair grader!

Please also review the rubrics posted on Canvas for additional guidance.

Video Reflections (30 pts)

This assignment is a video-based reflection that serves as the equivalent of a written reflection paper. You will record yourself discussing your thoughts, insights, and experiences related to the course content, using the Covey text as a foundation (as well as other sources as required). Your video should demonstrate thoughtful engagement, personal reflection, and clear organization.

I recommend preparing talking points in advance to help guide your reflection. A full script is not required, and presentation slides are optional. However, you are welcome to use either tool to help you succeed with this assignment. Additional information and requirements will be included in **Module 6 & Module 14**.

Please also review the rubric posted on Canvas for additional guidance.

Group Project (75 points)

Full details will be available in Canvas in **Module 7**.

*NOTE: Participation in the group project is required. If after a group reaches out to a participant twice and there is no response, and in consultation with the professor, the group will be authorized to complete the project without the non-participant. **The non-participant will then receive a zero for both parts of the project.***

Resume/Cover letter/Career Development Plan (50 points)

Full details will be available in Canvas in **Modules 3, and 4**.

Course Policies & Information

Classroom AI Use:

The use of generative AI is permitted in this course **only by using CoPilot** (a [Mason-approved](#), data-protected, Microsoft tool) for the following activities:

- Refining your ideas.
- Drafting an outline to organize your thoughts.
- Checking grammar and style.

There should **never** be a time in this course when you are copying and pasting from **Copilot or any other AI tool**. If you choose to use the permitted AI tool, Copilot, it must **be properly documented and cited** to stay within university policies on academic integrity. **You also must include a disclosure statement in the submission of your assignment referencing what you used generative AI for and how you used it, in addition to a screenshot of your prompts to Copilot and the generative response.** If you need help citing AI properly or have questions about how to use it appropriately, please visit the [Mason Libraries Generative Artificial Intelligence Info Guide](#).

Mason is an Honor Code university; please see the [Office of Academic Standards](#) for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Please review [Mason's AI guidelines](#) for students so that if you do choose to use AI, you do so responsibly and ethically, as it can be an honor code violation. Please note that you are responsible for the accuracy of any information that you submit in an assignment.

Microsoft Copilot has been used by the instructor in the development of this course to support tasks such as organizing instructional content, refining ideas, and checking grammar and spelling. The use is intended to enhance clarity, accessibility, and overall instructional quality.

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 [Canvas Learning System](#) for this course. Canvas will be used as the primary mechanism to disseminate course information, including announcements, lecture slides, assignments, and grades.

All communication with the instructor must be via email to akorman2@gmu.edu.

Communication with the instructor on issues relating to the individual student should be sent via email - **not** in the public discussion board on Canvas. Federal privacy law and Mason policy require that any communication with a student be conducted using secure Mason systems. E-mail messages **MUST** be sent from your Mason email account, **not** a personal email address.

Names and Pronoun Use

If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she/her pronouns for myself, and you may address me as “Ashley”, “Professor Korman”, or “Ms. Korman”.

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 or a virtual meeting. 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.

Student Support

There are many resources available to you as a Mason student that are included in your tuition. Please utilize the following information to learn more about available student resources: *(This list does not contain all resources but has a lot of resources I have referred students to in the past)*

- [First-year Student Resources at Mason](#)
- [Academic Support, Mental Health & Other Student Resources](#)
- [Online Learning Tools](#)
- [Student Success Coaching](#)
- [Career Services](#)
- [Mason's Writing Center](#)

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 which 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, acknowledgement, 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 [Office of the University Ombudsperson](#).