Course Title: BUS 103 Section 027: Developing Your Professional Skills – Foundational Elements
Class Dates/Times: Mondays 10:30-11:45 am and Online and Synchronous TBA
Location: Buchanan D001
Course Webpage: http://courses.gmu.edu
Instructor: Sophia Marshall, MHR
Office Hours: TBA and by Virtual Appointment only
Office: Enterprise 133
Email: smarsha@gmu.edu

Course Description
In this course, students will begin to investigate and develop their professional skill set. Topics covered include an introduction to the business school and the business world, what it means to be professional, how to consume the business press, and how to research business issues. Students will also begin to develop professional writing and presentation skills, explore career options and the job search process, and develop personal educational and professional development plans.

Prerequisite Courses
None

Course Outcomes (highlights emphasize Mason Impact)
1. Students will increase self-awareness by evaluating their intrapersonal skills and decision-making processes.
2. Students will work collaboratively in teams to explore and identify various business functions, and the opportunities at GMU and the School of Business.
3. Students will research, analyze, and evaluate information from multiple perspectives to assist with their academic and career planning.
4. Students will analyze and improve their ability to effectively organize and communicate ideas through oral and written expression.

Undergraduate Business Program Learning Goals
Goal 1: Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.
Goal 2: Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.
Goal 3: Our students will demonstrate technical and analytic skills appropriate for success in business.
Goal 4: Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.
Goal 5: Our students will demonstrate knowledge and skills appropriate for specialization in their majors.
Goal 6: Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.

BUS 103: Developing Your Professional Skills – Foundational Elements
Mason Impact Distinction
This course is designated as one of the Mason Impact courses, as part of George Mason’s Undergraduate Education Program, preparing “students to tackle significant global questions and challenges by investigating meaningful questions, engaging multiple perspectives, and creating new knowledge within the context of Undergraduate Research and Creative Activity, Civic Engagement, Entrepreneurship, and Global Activities.”

More specifically, BUS 103: Developing Your Professional Skills – Foundational Elements, encourages students to be introspective, discern their professional identity, and explore how to use their knowledge, skills, and values to engage with and impact the broader professional world. For one of the main assignments – Business Functions paper and formal presentation – students work in teams to investigate one of the core business functions (accounting, finance, marketing, management, or IT), explore the opportunities in that function, and teach their peers about that particular function. BUS 103 students also complete a professional development plan, in which they articulate professional goals, identify knowledge and skill gaps, explore how their values affect their pursuits, identify a specific plan for developing their skills/knowledge. The course culminates with students sharing these plans with their peers and discussing how they will implement the plan so they can capitalize on their talents and have an impact in the broader world.

Grading Scale

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Required Online Materials
There is no designated textbook for this course; instead, all readings will be assigned by the instructor and provided through Blackboard. Please download required readings and assignments from our course webpage at http://courses.gmu.edu. The course will rely on a combination of readings, online resources, and book chapters.

Approaches to Learning
This course uses a combination of pre-class preparation through reading and online resources and active learning approaches during class time or virtual class meetings. Students are expected to complete all assigned pre-work prior to attending class or virtual class meetings and are expected to attend and fully participate in all class sessions. Professional behavior is expected throughout the course as defined in course discussions.

Assignments
Assignment 1: Time Management Log and Reflection 10%
Assignment 2: Business Functions: Team paper and presentation 20%
Assignment 3: Résumé Critique and Reflection 15%
Assignment 4: Professional Development Plan 25%
Course Weekly Activities: Readings, Videos, Discussion Board, Journals 25%
Professional Development Activities: ProfessionalQuest, Community Involvement (2 required) 5%

TOTAL 100%

Note that final grades will NOT be rounded up—please don’t ask.

BUS 103: Developing Your Professional Skills – Foundational Elements
Safe Return to Campus
In accordance with University Policy 1415, all faculty, staff, students, guests, vendors, and visitors must wear face coverings on campus and in university buildings including during class. Students without masks will be asked to leave the classroom and may return once they are wearing a mask.

All students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. Training is available in Blackboard (https://mymason.gmu.edu). Students are required to follow the university’s public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (www2.gmu.edu/safe-return-plan).

Similarly, all students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. Only students who receive a “green” notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty members are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

School of Business Standards of Behavior
The mission of the School of Business at George Mason University is to create and deliver high-quality educational programs and research. Students, faculty, staff, and alumni who participate in these educational programs contribute to the well being of society. High-quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning.

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following standards of behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

If these Standards of Behavior are violated, then students may be required to complete additional learning activities assigned by the instructor.

Commitment to Inclusion and Anti-Racism
As a member of the George Mason University community, the School of Business plays an integral role in building an educational environment that is committed to anti-racism and inclusive excellence. An anti-racist approach to higher education acknowledges the ways that individual, interpersonal, institutional, and structural manifestations of racism against Black individuals and other people of color contribute to inequality and injustice in our classrooms, on our campuses, and in our communities, and it strives to provide our community members with resources to interrupt cycles of racism so as to cultivate a more equitable, inclusive, and just environment for all of our students, staff, faculty, alumni, and friends, regardless of racial background.

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To be anti-racist means:

- To make constant, conscious decisions to interrupt racism and cultivate equity, inclusion, and justice for people of all racial backgrounds, and in particular those from Black communities and other communities of color, who are most likely to bear the direct and indirect costs of systems of white supremacy;
- To interrogate histories of white supremacy and white-dominant culture, and to examine the ways in which these histories have impacted our individual beliefs, our interpersonal relationships, our institutional and structural policies and processes, and our entire society;
- To make a commitment to being responsible for our own relationships to, and actions within, systems of white supremacy; and
- To cultivate a practice of self-awareness and self-reflection that allows us to critically evaluate our own role in upholding white supremacy and identify the ways we can interrupt cycles of racism at the individual, interpersonal, institutional, and structural levels.

We believe that the work of anti-racism starts with each individual, and that in cultivating an anti-racist approach to research, scholarship, and practice, our students will build a skillset rooted in principles of equity, inclusion, and justice that they will carry with them throughout their lives. (Commitment statement prepared by Dr. Charles Chavis, Assistant Professor in the Jimmy and Rosalyn Carter School of Peace and Conflict Resolution.)

Name and Pronoun Use
If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she, her, hers for myself and you may address me as Professor Marshall or Ms. Marshall in email and verbally.

Honor Code Statement
The Honor System and Code adopted by George Mason University will be enforced for this class: https://oai.gmu.edu/mason-honor-code/. Plagiarism is a serious offense and will not be tolerated in the School of Business. In your work on all written assignments, keep in mind that you may not present as your own the words, the work, or the opinions of someone else without proper acknowledgement. You also may not borrow the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement. In this course, you are expected to use APA style citations and reference lists.

Faculty are obligated, without exception, to submit any Honor Code violations or suspected violations to the Honor Committee. See the last two pages of this syllabus for information about Honor Code sanctions.

Attendance, Participation and Make-up Work
It is expected that you will attend class at the designated time regardless of format. You participate in class by completing the weekly activities and communicating and interacting professionally with your classmates and instructor. During synchronous online sessions, you are encouraged to use both video and audio in your communication in addition to the chat feature.

If, for some reason, you must miss class, you should contact a peer to assess what was covered. At various points in the course you may need to use electronic devices in class; please limit your use to course-related topics. Other use may result in decreased participation points for the course.

If course attendance becomes impacted by prolonged illness or other circumstances, inform the instructor as soon as possible in order to assess options.

Technology for the Class
As of summer 2020, School of Business Undergraduate Students must have access to a computing device that meets minimum standards, including video/audio streaming capability. Students are required to use a laptop or desktop for coursework; phones of any sort are not acceptable in place of a laptop. Students should use the word processing software available through Office ProPlus (which is for free for students at https://its.gmu.edu/service/microsoft-365-
apps-for-enterprise/. Chrome or Firefox are the recommended browsers. Students need reliable access to the Internet to use Blackboard and be successful in the course.

Grading Policy & Timely Submissions:
Unless otherwise stated, all assignments are due by 11:59 pm on the assigned due date, as found in the schedule. All work should be posted to Blackboard unless otherwise noted. Submissions posted within 24 hours after that time (i.e. 11:59 pm on the day after the due date) are subject to an immediate decrease in half the points of the assignment, if the instructor should choose to review it. After the 24-hour period, assignments will not be accepted. Policy is subject to change based on the assignment type.
Exceptions may be granted by the instructor, but only on a case-by-case basis and, in general, that meet the following criteria:
(1) I have been made aware of your situation/reason within a realistic amount of time prior to the original due date and
(2) you have received an acknowledgement from me prior to the original due date.

Course Material and Student Privacy
All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video-recordings of class meetings that include audio or visual information from other students are private and must not be shared
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household
- Some/All of our synchronous meetings in this class will be recorded to provide necessary information for students in this class. Recordings will be stored on Blackboard [or other secure site] and will only be accessible to students taking this course during this semester.

Formatting Guidelines
Please follow each assignment’s guidelines for formatting. Use APA style to cite and reference all sources. Specific instructions for in-text citations and referencing are found in the Publication Manual of the American Psychological Association, 7th Edition or at http://owl.english.purdue.edu/owl/resource/560/01/.

Course Communication via Email
Email communication for this class is professional correspondence. Use this opportunity to practice professional writing, including proper grammar and tone, complete sentences, correct spelling and capitalization, salutation and closing, etc. Generally, emails will be responded to within 24-48 hours except on weekends or during travel. University rules preclude instructors from communicating with students through private email addresses; use your Mason email address for all course communication.

Peer Reviews, Collaborative Writing, and Group Work:
Students will engage in frequent small-group activities during class time. During peer reviews, other students may be asked to read, review, and respond to your work. In addition, you will have the opportunity to evaluate the work of others. This component of the class mirrors professional workplace situations that require giving and receiving feedback, and these evaluations will count toward your individual grade. For students who do not contribute sufficiently to their group assignment, instructors have the discretion to reduce their grades accordingly.

- Team Projects:
  This course also makes use of team projects, mirroring the business world. There are various roles needed to have a successful team. Students who are obviously unprepared or unfamiliar with content during presentations will have their grades reduced. Otherwise, all team members receive the same grade on team assignments.

- Unprofessional Behavior in Groups:

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Students who do not contribute sufficiently to their team’s effort or behave/communicate in ways that hinder function may have their grades reduced accordingly. An example of this is “ghosting”. Teams that have difficulty completing a task, making decisions, or communicating will not be penalized if they raise concerns in a timely and professional manner. When/if there is a problem within your team, please be proactive in your communication, review the agreed upon expectations, and try to reach a solution. As needed, the instructor is available to talk with individuals and/or the team to help problem solve.

Religious Absences
If you will miss class for religious reasons, inform the instructor of the anticipated absence as soon as possible.

Additional Resources

Accessibility and Accommodations
If you need academic accommodations for special needs, please contact the Office of Disability Services (ODS) at 703-993-2474 and inform the instructor of any special needs as soon as you have your paperwork. Note that accommodations are not retroactive. More information about ODS is available at http://www.gmu.edu/student/drc.

Library Resources
Should you need assistance with library resources, please contact Business and Economics Liaison Librarian Jo Ann J. Henson, MLIS: jhenson3@gmu.edu. Also, there is a library InfoGuide for this course: http://infoguides.gmu.edu/busfoundations.

Career Services in the School of Business
Career Services is located in Suite 042 in Enterprise Hall (lower level). You can also call 703-993-2140 or email mycareer@gmu.edu to set up an appointment. Review the career events calendar at http://business.gmu.edu/career/atp/.

University Career Services
For University career events, see http://careers.gmu.edu/students/events/.

Counseling Services
George Mason University’s Counseling and Psychological Services can provide assistance if you find yourself overwhelmed by life, want training in academic or life skills, or just need to talk to a professional counselor. For more information, please visit https://caps.gmu.edu/ or call 703-993-2380.

Student Emergency Assistance Funding
Emergency funding is available to students who experience unexpected financial situations and meet certain eligibility criteria. Visit the University Life website for more details and application information: https://ulife.gmu.edu/student-emergency-assistance-funding-2/

The Writing Center
The Writing Center provides peer-to-peer writing support. Writers at all levels benefit from sharing their work with a helpful and knowledgeable peer tutor or consultant. To schedule an appointment, please visit http://writingcenter.gmu.edu/ or call 703-993-1200. Schedule appointments in advance; the center gets booked up very quickly each semester.
Inclement Weather and Campus Emergencies
If the campus closes or class is canceled due to weather or other concern, students should check Blackboard for updates on how to continue learning and information about any changes to events or assignments.

Information regarding weather-related changes in the University’s schedule (e.g., closing or late opening) will be provided on the GMU website and via Mason Alert. Students can sign up for the Mason Alert system to provide emergency information of various sorts at https://ready.gmu.edu/masonalert/. An emergency poster in each classroom explains what to do in the event of a crisis.

ProfessionalQuest Fall 2020
School of Business Career Services will host a series of virtual employer panels. BUS 103 students must attend at least one of these events during the semester and complete a writing activity per their professor instructions.

Community Involvement Fall 2020
BUS 103 students also must participate in an additional civic/community/club/educational/business event of their choosing during the semester and complete a writing activity. These resources may help with choosing an event:

School of Business Events Calendar
http://business.gmu.edu/component/eventcalendar/

Business Buzz Blog
http://business.gmu.edu/blog/buzz/

Today @ Mason Calendar
https://www2.gmu.edu/today-mason

Mason360 Student Organizations
https://mason360.gmu.edu/home_login

University Career Services
https://careers.gmu.edu/events

Learning Services Academic Workshops
https://learningservices.gmu.edu/academic-success-workshops/

VolunteerMatch
https://www.volunteermatch.org
## Honor Code Sanctions

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<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
<th>Third Offense</th>
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<tr>
<td>Plagiarism</td>
<td>A 10% reduction in the final course grade; referral to the Writing Center; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class; referral to the Writing Center; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion</td>
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<td>An F in the class; referral to the Writing Center; and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and at least one semester suspension, and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion</td>
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<tr>
<td>Cheating</td>
<td>A 10% reduction in the final course grade; and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class and at least one semester suspension, and relevant Academic Integrity seminar/training completion.</td>
<td>An F in the class and expulsion</td>
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<td>An F in the class; and relevant Academic Integrity seminar/training completion</td>
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<td>Lying (e.g., providing fraudulent excuse documents, falsifying data)</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class and at least one semester suspension, and relevant Academic Integrity seminar/training completion.</td>
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<td>Egregious Violation (e.g., stealing an exam; submitting coursework from another class as original work across multiple courses; lying to an employer about academic performance, false identification or posing as another, in person or online)</td>
<td>An F in the class; relevant Academic Integrity seminar/training completion; and at least one semester suspension</td>
<td>An F in the class and expulsion</td>
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Note: The School of Business reserves the right to initiate termination proceedings for any student found guilty of an Honor Code violation by the Office of Academic Integrity.
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<td>Cheating</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class, Academic Integrity Seminar completion; and at least one semester suspension or expulsion, and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class and expulsion</td>
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<td>Lying</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class and at least one semester suspension (and relevant Academic Integrity seminar/training completion) or expulsion.</td>
<td>An F in the class and expulsion</td>
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<td>Egregious Violation</td>
<td>An F in the class, relevant Academic Integrity seminar/training completion; and at least one year suspension</td>
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