BUS 103: DEVELOPING YOUR PROFESSIONAL SKILLS – FOUNDATIONAL ELEMENTS

Course Information:
Course Title: BUS 103: Developing Your Professional Skills – Foundational Elements
Class Days/Time: Tuesday OR Thursday, 1:30 – 2:45 p.m.
Location: Aquia Building, 213
Course Webpage: http://courses.gmu.edu

Faculty Information:
Instructor: Gretchen Hendricks
Office Hours: Virtual by appointment
Office: Enterprise Hall, Room 137
Email/Phone: ghendri2@gmu.edu/703-993-3386

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 business sources, 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:
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.

BUS 103: Developing Your Professional Skills – Foundational Elements
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.

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, and 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.

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. The 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.

Course Materials:
There is no designated textbook for this course, all content will be provided by the instructor and can be accessed through Blackboard from our course webpage at http://courses.gmu.edu. The course will rely on a combination of readings, videos, 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.

BUS 103: Developing Your Professional Skills – Foundational Elements
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.

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

TOTAL 100%

Timely Submissions:
All assignments are due by their due date/time as outlined in the course weekly schedule and in Blackboard and should be posted to Blackboard unless otherwise specified. If you are absent, you are still expected to submit your assignment by its due date/time. Late work will be penalized at the discretion of the instructor.

Grading Scale:

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<thead>
<tr>
<th>Letter</th>
<th>Highest</th>
<th>Lowest</th>
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<tbody>
<tr>
<td>A</td>
<td>100.00 %</td>
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<td>A-</td>
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<td>F</td>
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Note that final grades will NOT be rounded up—please don’t ask.

Attendance and Participation:
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.

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

BUS 103: Developing Your Professional Skills – Foundational Elements
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.

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/](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.

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.

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;

BUS 103: Developing Your Professional Skills – Foundational Elements
• 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 Rosalynn 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 or her for myself and you may address me as Professor Hendricks in class and email.

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.

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 Microsoft 365 Apps for enterprise, which is free for students at https://its.gmu.edu/service/microsoft-365-apps-for-enterprise/. Chrome or Firefox are the recommended browsers. Students also need reliable access to the internet to use Blackboard and be successful in the course.

Course Material and Student Privacy:
All course materials posted to Blackboard or other course related sites are private. According to 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.

Formatting Guidelines:
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/.

Additional Resources:

Accessibility and Accommodations
If you need academic accommodations for special needs, 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 is available at https://ds.gmu.edu/.

BUS 103: Developing Your Professional Skills – Foundational Elements
Library Resources
Should you need assistance with library resources, contact Business and Economics Liaison Librarian Jo Ann J. Henson, MLIS: jhenson3@gmu.edu. Also, there is a library InfoGuide for this course: https://infoguides.gmu.edu/busfoundations.

School of Business Office of Career Services
Career Services is located in Suite 042 in Enterprise Hall (lower level). 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, visit https://careers.gmu.edu/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, 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. To schedule an appointment, call 703-993-1200 or visit https://writingcenter.gmu.edu/. It is recommended that you schedule appointments in advance.

Inclement Weather and Campus Emergencies
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:
The School of Business Office of 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’s instructions. Check the course Discussion Board for the panel schedule and assignment details.

Community Involvement Fall 2020:
BUS 103 students must participate in one civic/volunteer/club/educational/business activity of their choosing during the semester and complete a writing activity. Check the course Discussion Board for assignment details and use the resources below to help you make a selection.

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

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

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

Learning Services Academic Workshops
https://learningservices.gmu.edu/

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

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

<table>
<thead>
<tr>
<th>School of Business Recommendations for Honor Code Violations</th>
<th>Approved February 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UG-Freshman Students</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Type of Violation</strong></td>
<td><strong>First Offense</strong></td>
</tr>
<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>
</tr>
<tr>
<td>1. Failure to cite/attribute sources</td>
<td></td>
</tr>
<tr>
<td>2. Representing someone else's work as the student's own (e.g., copying and pasting)</td>
<td></td>
</tr>
<tr>
<td>Cheating</td>
<td>A 10% reduction in the final course grade; and relevant Academic Integrity seminar/training completion.</td>
</tr>
<tr>
<td>1. On a minor assignment (e.g., homework, quizzes)</td>
<td></td>
</tr>
<tr>
<td>2. Cheating on a major assignment or exam, submitting course work from another course as original work</td>
<td></td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

*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.*
### School of Business Recommendations for Honor Code Violations

**Approved February 2020**

**UG-Non Freshman Students (including transfer students)**

<table>
<thead>
<tr>
<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
<th>Third Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plagiarism</strong></td>
<td>1. Failure to cite/attribute sources</td>
<td>An F in the class; referral to 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>
</tr>
<tr>
<td></td>
<td>2. Representing someone else's work as the student's own (e.g., copying and pasting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cheating</strong></td>
<td>1. On a minor assignment (e.g., homework, quizzes)</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>
</tr>
<tr>
<td></td>
<td>2. Cheating on a major assignment or exam, submitting course work from another course as original work</td>
<td>An F in the class; and relevant Academic Integrity seminar/training completion</td>
<td>An F in the class and expulsion</td>
</tr>
<tr>
<td><strong>Lying</strong></td>
<td>(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) or expulsion.</td>
</tr>
</tbody>
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**BUS 103: Developing Your Professional Skills – Foundational Elements**