

INTS 395 College to Career: 1 credit

FALL 2019

Syllabus Quick Links	Instructor Info
<ul style="list-style-type: none">● Course Description & Learning Objectives● Required Books and technology● Attendance● Inclement Weather● Format for assignments & Citation Style● Late Work● Honor Code and Citing Sources● SIS Commitment to Diversity● Religious or Cultural Observances● Respect and Professionalism● Email Policy● Sexual Misconduct & Interpersonal Violence● Student Learning Resources<ul style="list-style-type: none">○ Writing Center○ Office of Disability Services○ Counseling Services○ Star Multimedia Lab○ Student Support and Advocacy● Assignments● Grading Scale	<p>Misty Krell Office: Enterprise Hall 413 Email: mkrell@gmu.edu Office Hours: By Appointment</p> 

Course Description

This course emphasizes personal development and career readiness through self-assessment and professional skill acquisition. Students meet with instructor throughout the semester to set personal development goals and complete self-paced online modules on a range of topics such as developing a tailored cover letter or goal statement, work etiquette, developing interview skills, professional networking, and more.

Learning Objectives - After completing this course, students will be able to:

- Identify Mason resources that contribute to their professional development
- Analyze how their Integrative Studies degree has prepared them for their graduate program and/or career goals

Required Books & Blackboard

This course will use the Blackboard online course management system to minimize paper use. Any readings will be available electronically on Blackboard as PDF's or links to the appropriate URL. You are expected to have read assigned pages from books, and articles, before class and to be prepared to discuss the readings in class.

Assignments (Total 130 points)

1 CREDIT

Instructor Check-Ins: 10 Points

Throughout the semester you will meet virtually or in-person with the instructor to set your goals for this course, check-in and ask questions. (5 points per meeting x 2)

Resource Discussion Board: 5 Points

Discuss what resources you have found most useful for your professional development (either from this course or elsewhere). Comment on 2 other student posts.

Integrative Reflection & Rewrite: 10 Points

Find a job description or grad program and write an application/cover letter that incorporates how your INTS degree has prepared you for this position or program. (Draft 5 points, Rewrite 5 points)

Online Modules: 100 Points

You are expected to complete 100-points worth of modules at minimum. Some modules will be required, some optional. Some modules may be repeatable (for instance completing a mock interview of job fair). **You may choose to complete more modules than required, but these will not be graded.** Modules will be graded in the order they were completed and once you have completed all required, no more will be scored.

Final Evaluation: 5 Points

Review and reflection for the course.

2 CREDITS **Assignments** (Total 250 points)

Instructor Check-Ins: 10 Points

Discussion Board: 10 Points (2 DISCUSSION BOARDS)

Resources, 2) what advice would you give to another student beginning this course next semester?

Integrative Reflection & Rewrite: 10 Points

Online Modules: 200 Points

Final Evaluation: 5 + 15 Points

Evaluation and video reflection

Grading Scale:

A+	975-1000 (97.5-100%)	C+	775-794 (77.5-79%)
A	925-974 (92.5-97%)	C	725-774 (72.5-77%)
A-	895-924 (89.5-92%)	C-	695-724 (69.5-72%)
B+	875-894 (87.5-89%)	D	600-694 (60-69%)
B	825-874 (82.5-87%)	F	below 600 (below 60%)
B-	795-824 (79.5-82%)		

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ACADEMIC POLICIES AND INFORMATION

Inclement weather or other issue

Occasionally Mason will close due to inclement weather or building problems. Should this occur during a scheduled meeting time, look for an email announcement from the professor with updates on assignment or other requirements. You may be expected to participate in online discussions or other equivalent classroom activities so as not to lose momentum.

Format for assignments & Citation Style

All written assignments must be typed, double spaced, and use 12-point standard font, one-inch margins. All papers should include a title and your name. Accurate spelling, clarity, and correct use of grammar and punctuation are expected and their absence can negatively affect your grade. When citing sources, you also must correctly and consistently use [APA citation style](#).

Late Work

Late assignments will not be accepted. However, once during the semester, students are allowed 1 "Life Happens" submission of no more than 2 days late.

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Honor Code and Citing Sources

When you enrolled in this course you agreed to abide by the university's Honor Code. The Honor Code does not preclude collaborative work, such as informal discussions and studying in communities. Nor does it preclude assigned group work. The Honor Code does require that the work that a student, as an individual, turns in is ultimately the product of his/her own individual synthesis or integration of ideas, and that the work a group turns in is ultimately the product of the group's collective ideas. If you are uncertain of the line between collaboration and cheating, you should see me before turning in an assignment.

You must **always** cite your sources - if you do not, it is plagiarism. Plagiarism means taking someone else's ideas or words and presenting them as your own without proper attribution of the source. You must correctly and consistently use the APA citation style. This includes copying materials directly from the Internet. If you feel uncertain about any

aspect of the Honor Code, you should discuss your concerns with me proactively (i.e., before turning in a piece of work).

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SIS Commitment to Diversity

School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age and disability.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

For more information about SIS's diversity commitment go to:
<http://integrative.gmu.edu/about/diversity>

Religious or Cultural Observances

Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let us know in advance so we can make appropriate arrangements.

Respect and Professionalism: We are each other's teachers and, as such, it is expected that we treat each other with respect and professionalism at all times even though opinions may differ.

Email Policy

In compliance with a University-wide initiative, GMU faculty and staff can correspond electronically with students only through their official university assigned email accounts. Student emails sent from other types of email accounts will not be answered.

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Sexual Misconduct and Interpersonal Violence

George Mason University is committed to providing a safe learning, living and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for

exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success.

George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. [University Policy 1202 Sexual Harassment and Misconduct](#) speak to the specifics of our process, our resources, and options available to you.

Confidential resources are available on campus at the Student Support and Advocacy Center (ssac.gmu.edu), Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), and the University Ombudsperson (ombudsman.gmu.edu).

All faculty, staff and administrators of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact Dr. Jennifer Hammat, the University Title IX Coordinator at 703-993-8730, jhammat@gmu.edu, diversity.gmu.edu or stop by Aquia room 373.

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STUDENT LEARNING RESOURCES

Writing Center

Writing is an important component of this learning community and represents one facet of effective communication. You may wish to use the Writing Center to assist you with an assignment. Tutors at the Writing Center can help you brainstorm, structure, and revise your written work. The Writing Center is located in Robinson A 114; 703-993-1200. Website: <https://writingcenter.gmu.edu>

Office of Disability Services:

The staff members of ODS assist students with learning differences or any other conditions that may impact academic performance. ODS is located in SUB I, Room 2500; 703-993-2474.

Counseling Services:

CAPS provides a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, and outreach. CAPS is located in SUB I, Room 3129; 703-993-2380. Website: <http://caps.gmu.edu>.

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Star-Multimedia Lab:

The STAR-Multimedia lab is available to help students with technology needs, such as

video, multimedia, desktop publishing, and web skills. The STAR Center is located in Johnson Center, Room 229; 703993-8990. Website: <https://doit.gmu.edu/students/computer-labs/star-lab/>

Student Support and Advocacy Center:

The Student Support and Advocacy Center is committed to providing an empowering environment for all Mason students to seek support services and to explore healthy life choices. SSAC offers educational programming, one-on-one consultations, and resources in the areas of interpersonal violence, personal wellness, and alcohol and drug use. SSAC assists students encountering barriers to personal success. SSAC is located in SUB I 3200; **703-993-3686. Website: <https://ssac.gmu.edu>**

Learning Services: the Learning Services Program offers academic skill-building workshops as well as a tutor referral service. Learning Services is located in SUB I, Room 3129; 703-993-2999. Website: <https://learningservices.gmu.edu>

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Fall 2019 INTS 395 College to Career **Schedule at a Glance**
1 credit

Week	Assignment Due
Week 1: Aug 29	--Review Syllabus --Review Orientation Video --Schedule Goal Setting Instructor Check-in
Week 2: Sept 5	--Goal Setting Instructor Check-in (5 points)
Week 3: Sept 12	--Handshake Module (5 points)
Week 4: Sept 19	--LinkedIn Module (20 points)
Week 5: Sept 26	--Etiquette Module (5 points)
Week 6: Oct 3	--Integrative Studies Reflection (5 points)
Week 7: Oct 10	--Schedule Midterm Instructor Check-in
Week 8: Oct 17	--Midterm Instructor Check-In (5 points)
Week 9: Oct 24	--Modules of your choice (20 points)
Week 10: Oct 31	--Discussion Board (5 points)
Week 11: Nov 7	--Integrative Studies Reflection Rewrite (5 points)
Week 12: Nov 14	--Modules of your choice (20 points)
Week 13: Nov 21	--Modules of your choice (20 points)

Week 14: Nov 28 (Thanksgiving week)	--Modules of your choice (10 points)
Week 15: Dec 5	--Final Evaluation (5 points)