COURSE SYLLABUS

I. COURSE DESCRIPTION

Three semester hours. Assists students with integrating knowledge and skills obtained through the professional development area with their area of specialization. Students will evaluate their academic and professional goals and complete their professional portfolio. Students will continue to develop skills related to professional writing, academic and career planning, interdisciplinary research, and critical thinking. Writing Enhanced Course.

REQUIRED TEXT:


RECOMMENDED TEXT:


II. PROGRAM LEARNING OUTCOMES (BAAS and BSMS)

1. Students will be able to apply approved prior technical and career learning to the BAAS degree appropriately (BAAS only).
2. Students will demonstrate the ability to translate interdisciplinary learning goals into cohesive degree plans (BSMS only).
3. Students will demonstrate an understanding of the importance of career and educational planning.
4. Students will demonstrate an understanding of interdisciplinary research and possession of basic research skills.
5. Students will develop the knowledge and skills necessary for ongoing educational and career success.

III. CURRICULUM DESCRIPTION

**BAAS Program.** There are essentially three parts to the BAAS degree: Core Curriculum, Area of Specialization, and Professional Development Area. The Core Curriculum provides an academic foundation for all university students and is outlined in the Undergraduate General Bulletin. The Area of Specialization is the equivalent of coursework in the major in a traditional degree program and is where non-collegiate credit is applied. It consists of 36 to 48 hours from a specific occupational area and is designated as one of the following: a) Allied Health Occupations, b) Business Occupations, c) Public Safety and Administration, d) Graphic Arts or e) Applied Technology. The Professional Development Area takes the place of the minor in a traditional degree program and is intended to broaden the student’s academic foundation. It consists of 24 to 36 hours selected from an academic discipline in consultation with a BAAS advisor. The professional development area should provide an intellectual foundation for the area of specialization.

**BSMS Program.** Unlike a traditional degree offered by the university, students pursuing the BSMS degree work with faculty to design a degree plan consisting of three areas of study. Each area of study requires a total of 18 academic hours (12 of which must be upper division coursework). The three areas of study must be complimentary of one another and students must be able to demonstrate how the areas can be logically, academically, and professionally integrated. In most cases, students choose the areas of study from any of the academic programs that currently offer minors.

IV. COURSE OBJECTIVES (Student Learning Outcomes: SLO)

1. Demonstrate an understanding of how the knowledge and skills gained via either the area of specialization and professional development area (BAAS) or the three areas of study (BSMS) are related to and support the student’s intended career path.
2. Demonstrate an ability to connect the knowledge and skills gained from either the professional development area with those from the area of specialization (BAAS) or the three areas of study (BSMS).
3. Demonstrate an ability to engage in interdisciplinary research that either connects the area of specialization and professional development area (BAAS) or the three areas of study (BSMS).
4. Demonstrate an ability to communicate professionally in a written and verbal format.
5. Demonstrate the ability to identify, appraise, summarize and integrate multiple sources of knowledge.
6. Demonstrate the ability to use supervision and consultation to strengthen the ability to apply knowledge and skills.
7. Demonstrate personal reflection and self-correction as they relate to ongoing professional development and learning.

V. INSTRUCTIONAL METHODS

The course is taught as a seminar, which places a substantial amount of the responsibility for learning on you. Specifically, I will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, extensive class discussion, group exercises, online activities, assigned readings, individual projects, and presentations. You are expected to actively participate in activities, ask questions, and contribute comments for discussion. You are also expected to be an active learner and to ask for clarification when you have questions. In order to be successful in the class, it is important that you attend regularly, read the assigned material, and come to class prepared to discuss what you have read. You will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not duplicate the reading material except to clarify or to expand upon it and to review material covered in prerequisite courses. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

VI. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)

This course will utilize Desire2Learn (D2L) to support the delivery of course content (for help with D2L go to http://www.oit.sfasu.edu/webct/index.html). You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (for specific details go to http://sfaonline.sfasu.edu/gettingstarted.html). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE SCHEDULE (subject to change at instructor discretion)

<table>
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<tr>
<th>Week 1</th>
<th>1-21</th>
<th>Introduction/Course Overview/APA Format</th>
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<tr>
<td></td>
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<td>Planning a Research Project</td>
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<td>Asking the Right Questions/Critical Thinking</td>
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<td>Readings: Browne &amp; Keeley Chapters 1 &amp; 2</td>
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<td>Supplemental Readings: Harris Chapters 1, 4 &amp; 6; Galvan Chapter 1-3</td>
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Week 2 1-28  Planning a Research Project (cont)
Identifying Relevant Disciplines
Developing Adequacy in Relevant Disciplines
Searching the Literature
Class will meet in the Steen Library - LINC Classroom
Readings: Repko Chapter 7 & 8
Supplemental Readings: Harris Chapter 2
Due: Project Proposal (Revised)

Week 3 2-4  Searching the Literature (cont)
Writing Literature Reviews
Class will meet in the Steen Library - LINC Classroom
Supplemental Readings: Galvan Chapters 4-9; Harris Chapters 3-9

Week 4 2-11  Presentation A
Due: Annotated Bibliography (Revised)

Week 5 2-18  Analyzing the Literature
Issues and Conclusions
Ambiguity
Assumptions
Thinking Fallacies
Readings: Browne & Keeley Chapters 3-7

Week 6 2-25  Analyzing the Literature (cont)
Evaluating the Evidence (Methods and Analysis)
Rival Causes
Missing Information
Conclusions
Readings: Browne & Keeley Chapters 8-13

Week 7 3-3  No Class, consultation hours during class time.
Outside Assignment- Work on Portfolio

Week 8 3-10  Analyzing the Literature- Multidisciplinary Perspective
Analyzing the Problem and Evaluating Each Insight Into It
Integrating Insights
Creating Common Ground
Integrating Insights and Producing an Interdisciplinary Understanding
Readings: Repko Chapter 9-12

Week 9 3-17  No Class - Spring Break

Week 10 3-24  No Class - Easter Holiday

Week 11 4-1  Drawing Implications from the Literature
Readings: To be determined
Due: Literature Review

Week 12 4-7  Outside Assignment- Work on Portfolio (No class)
Due: Integrative Essay

Week 13 4-14  Outside Assignment- Work on Portfolio (No class)

Week 14 4-21  Outside Assignment- Work on Portfolio (No class)
VIII. COURSE REQUIREMENTS

A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussions. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average.

B. Readings: The course outline provides a list of required readings for each week. Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, students are expected to complete the assigned readings prior to class. Furthermore, students are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, students should present well formulated questions and comments that demonstrate prior preparation.

C. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Written assignments are to be typewritten (by typewriter or word processor) in 12 pt. font with double spacing and 1 inch margins. All assignments are to be in APA format per the Publication Manual of the American Psychological Association (6th ed.). Points will be deducted from assignments that do not meet these guidelines.

Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the time at which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

D. Quizzes: A total of 5 quizzes will be given over the course of the semester. The quizzes will test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. The quizzes will be unannounced and may occur at anytime during the class period.

Missing a quiz, regardless of the reason, will result in a grade of “0” for the quiz.
GRADING:
Project Proposal (revised) = 25
Annotated Bibliography (revised) = 50
Literature Review = 100
Integrative Essay = 75
Professional Portfolio = 200
Presentation A = 25
Presentation B = 50
Quizzes 5 @ 10 pts each = 50
Total = 575

GRADING SCALE:
A 515 – 575
B 457 – 514
C 400 – 456
D 342 – 399
F 0 – 341

Academic Integrity (SFASU Policy A-9.1)

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the web address below). All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp
Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

IX. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
A portfolio is a collection of information describing and documenting achievements and learning. Portfolios are used for many different purposes such as accreditation of prior experience, job searches, continuing professional development, and certification of competencies. The BAAS and BSMS programs utilize a professional portfolio to assist you in identifying your professional goals and strategies to achieve them. You will begin developing your portfolio in AAS 300 and complete it in AAS 498. Your portfolio should demonstrate strong undergraduate writing skills, including proper grammar, spelling and punctuation. It should also demonstrate attention to detail in document design, intended audience, and professionalism. The portfolio will consist of the following sections:

**Cover Page**

The cover page is to include your name, mailing address, degree program, and course number. The cover page is to be included in the final version of the portfolio.

**Section 1: Introductory Materials (completed in AAS 300)**

This section was drafted and revised in AAS 300. You will need to address any and all feedback provided in AAS 300 before submitting it with the final portfolio. This section is worth 25 pts of the final portfolio grade. The contents of this section include:

The first item in this section is a **Professional Letter**. The professional letter serves as an introduction for the portfolio by providing background on the contents. Since you will not be able to explain the contents of the portfolio in person, the letter should serve this function. Specifically, you should use it to explain the content and its importance to your portfolio. If the portfolio documents a group or community project, you should describe your contribution to the overall project. If any proprietary documents are included in the portfolio, the letter should state that you have permission to use the document or documents.

The second item in this section is a current **Resume**. The resume should clearly and concisely convey the knowledge, skills and experience you have obtained thus far.

**Section 2: Statement of Career Goals**

This section was drafted and revised in AAS 300. You will need to address any and all feedback provided in AAS 300 before submitting it with the final portfolio. This section is worth 25 pts of the final portfolio grade. The contents of this section are outlined below.
The **Statement of Career Goals** consists of two parts. The first part consists of four to six career goals that are stated in clear and concise terms. The goals should integrate your area of specialization and professional development area (BAAS) or your three fields of study (BSMS).

The second part of the section is a narrative that tells the audience who you are and what it is that you would like to accomplish. It should also include an explanation of why you are in the BAAS or BSMS program, what you plan on doing after you earn your degree, and explain the academic and career steps you need to take in order to reach your stated goals. Finally, the narrative should also include a discussion of how the BAAS or BSMS degree will help you achieve your stated goals. The narrative should be 400-700 words.

**Section 3: Project Proposal and Annotated Bibliography**

The **Project Proposal** was drafted and revised in AAS 300. In this course, you will modify your proposal as appropriate to address any changes in your approach or topic. Whereas you may change the topic of your project, doing so will require a new proposal and annotated bibliography. In order to change your topic you must have prior approval from your instructor.

The project proposal should identify your topic and clearly support the topic’s relevance to your area of specialization and professional development area (BAAS) or your three areas of study (BSMS). It should also describe the topic’s importance to your educational and career goals. The proposal should be 2-3 pages in length.

The revised project proposal is due no later than **4 pm on January 28, 2016**. It is worth a total of 25 points and is to be submitted to D2L. The assignment will be considered late until it has been submitted to the appropriate D2L dropbox.

The **Annotated Bibliography** was drafted and revised in AAS 300. In this course you will expand the annotated bibliography to address changes in your focus, as well as changes in the literature. The annotated bibliography should focus on current literature (within the last 5 years) and include relevant key historical works. It should consist of articles from peer reviewed journals, books, research reports and trustworthy websites. In most cases .gov, .org, and .edu are considered trustworthy internet resources. Wikipedia **is not** an acceptable resource. The annotated bibliography must include a minimum of 15 entries, 10 of which must be from peer reviewed journals. The annotated bibliography should include sources that are relevant to your area of specialization and professional development area (BAAS) or three areas of study (BSMS).

The annotated bibliography should begin with a brief statement describing the topic (3-5 sentences), which is to be followed by the entries. Each entry should begin with a reference (in APA format). The reference is to be followed by one to two paragraphs that briefly describe the source’s contents, main points and importance to the chosen topic.

The revised annotated bibliography is due no later than **4 pm February 11, 2016**. It is worth a total of 50 pts and is to be submitted to D2L. The assignment will be considered late until it has
been submitted to the appropriate D2L dropbox.

In terms of the final portfolio, you will need to address any and all feedback provided by the instructor before submitting the final portfolio. This section is worth 50 pts of the final portfolio grade.

**Section 4: Literature Review**

Using the material from the annotated bibliography, you will develop a paper that reviews the literature relevant to your chosen topic. The relevance of the topic to your area of specialization and professional development area (BAAS) or three areas of study (BSMS) should be clear throughout the paper. The literature review is to be based on a minimum of 15 references, 10 of which must be from peer reviewed journals. The paper will include the following:

*Introduction*- This section should introduce the topic and tell the audience what the paper will cover. This should include a clear research statement/question that obviously connects the area of specialization and professional development area (BAAS) or the three areas of study (BSMS).

*Literature Review*- This section should provide an overview of the literature for the chosen topic, including various aspects of the topic, points of view, and related topics/issues/problems. This section should be organized in a logical manner with clear transitions between topics. You are encouraged to use headings to organize the material.

*Implications*- This section should discuss the implications of the literature review for your technical and professional fields. The section should also identify items/topics that are missing from the literature and the implications of their absence.

*Conclusion*- This section should reiterate the main points of your literature review. This is your chance to make sure your audience understands the literature review’s importance!

The assignment will be evaluated based on its adherence to the above guidelines, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines. The literature review should be at least 10 double spaced pages.

The draft of literature review is due no later than **4 pm on March 24, 2016**. It is worth a total of 100 pts and is to be submitted to D2L. The assignment will be considered late until it has been submitted to the appropriate D2L dropbox.

In terms of the final portfolio, you will need to address any and all feedback provided by the instructor before submitting the final portfolio. This section is worth 50 pts of the final portfolio grade.
Section 5: Integrative Essay

The first item in this section is an **Integrative Essay** that summarizes the knowledge and skills obtained via your area of specialization and professional development area (BAAS program) or three fields of studies (BSMS program), including your internship experiences. The essay should include your observations, impressions, reactions and conclusions about your time in the BAAS or BSMS program (courses and internships). It should also include a discussion of how the skills and knowledge you have acquired in the BAAS or BSMS program have prepared you for future academic and/or professional endeavors. The essay should be at least 6 double spaced pages.

The draft of the essay is due no later than **4 pm on April 7, 2016**. It is worth a total of 75 pts and is to be submitted to D2L. The assignment will be considered late until it has been submitted to the appropriate D2L dropbox.

The last items in this section are **Examples** of your activities. The examples serve to showcase selected activities that you referred to in your integrative essay, which adds to the understanding and completeness of the portfolio. This section should include at least two examples of your activities. The examples portion of this section is due with final portfolio.

BAAS students who completed an internship (AAS 495 or 496) must include a **Summary of Internship Activities**. The purpose of this item is to provide an overview of your previous internship(s) and related activities. This should include a description of the organization(s) in which you interned, your role(s) in the internship(s), and the specific knowledge and skills obtained via the internship(s). The summary will count as one of the two required examples of your activities.

In terms of the final portfolio, you will need to address any and all feedback provided by the instructor before submitting the final portfolio. This section is worth 50 pts of the final portfolio grade.

**Final Portfolio**

The final portfolio consists of revised versions of Sections 1-5. The revisions should be based upon instructor feedback on your drafts, as well as instructor and peer feedback on your presentations.

The final version of the portfolio is due no later than **4 pm on April 28, 2016**. It is worth a total of 200 points and is **to be submitted to D2L as a single Word file**. The assignment will be considered late until it has been submitted to the appropriate D2L dropbox in the required format.
Presentations

The purpose of the presentations is to provide you an opportunity to talk with your classmates and I about your project proposal, literature review, and integrative essay. There will be two presentations over the course of the semester. The dates and topics are as follows:

**Presentation A** will occur on **February 11, 2016** and should provide an overview of your project proposal and annotated bibliography. The presentation should be 10 to 15 minutes in length and is worth 25 points.

**Presentation B** will occur on **April 28, 2016** and focus on the results of your literature review and their implications. The presentation should be 15 to 20 minutes in length and include at least one visual aid. This is a formal presentation that requires professional dress. The presentation is worth 50 points.
REQUIRED READINGS

