



# Career Readiness Resources

## **BAC Syllabus**

Courtesy of University of Tampa

**BAC 102 Syllabus-Spring 2020**  
*Spartans, Ready for Success*

**Faculty Name:** Amber Myer  
**Class Time/Section:**  
**Classroom:**  
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**Peer Mentor:**  
**Peer Mentor Email:**

**Learning Outcomes & Course Objectives:**

The fundamental goal of BAC 102 is to help make your college experience more meaningful and successful, as well as to integrate you into the UT community. To accomplish this, the following learning and course objectives will be met:

- I. **Critical Thinking:** You should develop the ability to consider information from different viewpoints, set goals to improve your critical thinking skills and evaluate information using these skills, including the ability to analyze assumptions and biased information. You should be able to move toward empathetic thinking. This objective is a continuation from BAC 101.
- II. **Majors/Careers and Resumes:** You should be able to identify interests and how they relate to coursework and potential growth, conduct research to determine the skills, experience, and education needed for your area of interest, analyze transferable skills from post educational work and life experiences, evaluate what transferrable skills relate to a specific profession, and build an effective professional portfolio for your chosen career path.
- III. **Spartan Ready®:** You should be able to describe Spartan Ready® and the importance of competency development and understand the importance of curricular and co-curricular experiences to achieve success while at UT and after graduation.

Additionally, I will assist your academic progress through periodic evaluation of your course work including reviewing, modifying and implementing your academic plan.

**Course Grading Rubric:**

Assignments	Due Date	Weight
Professional Portfolio: Professional Resume Cover Letter Reference List	TBD	10 10 5
Academic Plan Assignment	TBD	10
Informational Interview Informational Interview Field Critique Form	TBD	10 5
iGrad Course Completion Certificates	TBD	5
Professional Exploration Presentation	TBD	15
Spartan Ready® Skillshop and Reflection	Schedule on Blackboard; reflection due on Blackboard	10
<b>Participation &amp; Attendance</b>		
Participation- Each tardy deducts 1 point, each absence deducts 2 points		20
<b>Extra Credit</b>		
<b>Complete up to two of the following assignments to receive 10 extra credit points</b>		
Scale of Intellectual Development (Perry Scale)	TBD	5
National Survey of Student Engagement (NSSE)	TBD	5
Spartan Ready® Skillshop and Reflection	Schedule on Blackboard; reflection due on Blackboard	5

**NOTE:** All assignments are due at 5:00pm on their respective due date.

Grading Scale:

93	100	A
88	92	AB
83	87	B
78	82	BC
73	77	C
68	72	CD
60	67	D
0	59	F

Students must successfully pass this course with a grade of D or higher as a graduation requirement. Students, even those who may consider transferring, may not withdraw from this course. Please consult the University catalog for additional information on First-Year Experience policies: [Catalog Link](#).

**Important Semester Dates:**

TBD: Drop/Add process for 14-week classes ends at 11:59pm




TBD: Spring Break; No classes

TBD: Last day to withdraw from 14-week classes

TBD: Registration begins for the fall semester. Click [here](#) to learn more.

TBD: Final Exams

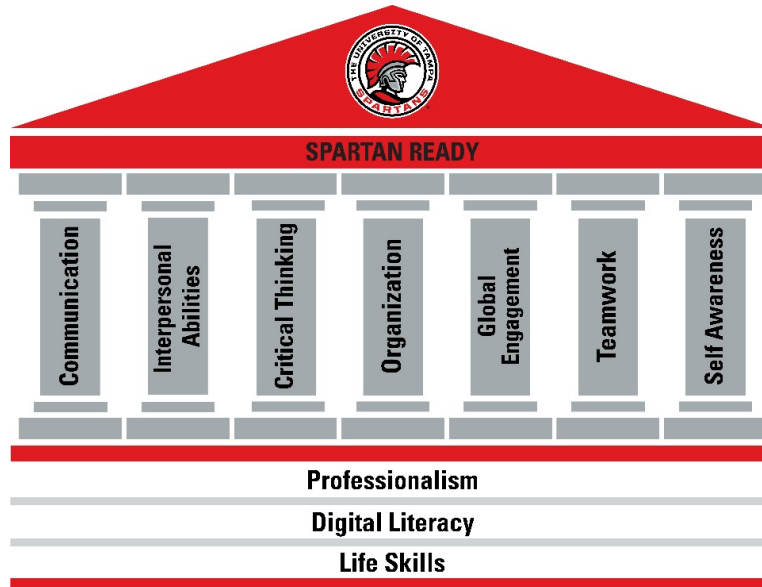
**CLASS OUTLINE, Spring 2020:**

<p><b><u>Week 1</u></b> TBD</p>	<p><b><u>Welcome Back!</u></b> Time to get reacquainted with your peers and begin your professional journey. We will discuss Spartan Ready® and how it fits into your collegiate journey.</p> <p style="text-align: center;"><b>Critical Thinking</b> </p>	<p><b><u>Handouts:</u></b> 1. BAC 102 Syllabus</p>
<p><b><u>Week 2</u></b> TBD</p>	<p><b><u>From Student to Professional</u></b> We will discuss how your academic and co-curricular activities affect your professional development, and the importance of making this distinction early.</p> <p style="text-align: center;"><b>Professionalism</b> </p>	<p><b><u>Handouts:</u></b> 1. Professional Resume Rubric 2. Resume Writing Guide 3. Cover Letter Guide</p> <p><b><u>Homework:</u></b> 1. Select a company/organization/non-profit that you'd be interested in interning with in the future. 2. Bring necessary resume information (education, work experience, volunteering, clubs/organizations, athletics, etc.) to class with you next week, to begin building your resumes.</p>
<p><b><u>Week 3</u></b> TBD</p>	<p><b><u>Preparing for Professional Success</u></b> Developing a professional portfolio is the first step towards professional success. We will examine what makes an effective resume, cover letter and reference list, the importance of internships, job shadowing, and service learning and overall career expectations. At the end of the semester, you will give a professional exploration presentation, discussing how you have determined your professional goals within your chosen major and your plans to achieve these goals.</p> <p style="text-align: center;"><b>Organization</b> </p>	<p><b><u>Homework:</u></b> 1. Begin development of Professional Portfolio: Resume, Reference List and Cover Letter 2. Plan which presentation you are going to attend during Week 4 and add to your planner.</p> <p style="text-align: center;"><b>Be sure to attend First-Year First Friday!</b></p>

<p><b>Week 4</b> TBD</p>	<p><b><u>Career Services Presentation</u></b> Students who get to where they want to go start using Career Services during their first year of college. Join Career Services representatives for a presentation in Reeves Theater where they will discuss how Career Services can assist you in your professional development. You will learn how to use Hire-UT and Handshake to help you find internships and connect with employers. In addition, you will learn interviewing techniques and how to create resumes and cover letters for specific majors.</p> <p style="text-align: center;"><b>Life Skills</b> 🧑🏫</p>	<p><b><u>Homework:</u></b></p> <ol style="list-style-type: none"> <li>1. Make edits to your Professional Portfolio: Resume, Reference List and Cover Letter based upon what you learned at the career services presentation.</li> </ol> <p><b><u>Extra Credit:</u></b></p> <ol style="list-style-type: none"> <li>1. NSSE Survey opens on Tuesday, February 11th. Invitation will be sent to your UT email accounts. Please make sure that you are regularly checking your email, including SPAM/Junk folders to ensure you have not missed the email.</li> </ol>
<p><b>Week 5</b> TBD</p>	<p><b><u>Professional Portfolio</u></b> Today you will work in teams of similar majors, using your professional portfolios, to learn about and create an elevator pitch about yourself. You and your peers will then create your own elevator pitch and begin to practice it in class.</p> <p style="text-align: center;"><b>Communication</b> 🗣️</p>	<p><b><u>Preparation:</u></b></p> <ol style="list-style-type: none"> <li>1. Print your professional portfolio - resume, cover letter, and reference list and bring it to class.</li> </ol> <p><b><u>Homework:</u></b></p> <ol style="list-style-type: none"> <li>1. Finalize the edits to your Professional Portfolio and Elevator Pitch.</li> <li>2. Practice delivering your elevator pitch.</li> </ol>
<p><b>Week 6</b> TBD</p>	<p><b><u>Informational Interviews</u></b> In order to gather insights and develop personal relationships with professionals in your chosen field, you will learn how to conduct an informational interview. An informational interview allows you to explore potential careers through a structured conversation with a professional in a field of interest.</p> <p style="text-align: center;"><b>Interpersonal Abilities</b> 🤝</p>	<p><b><u>Handouts:</u></b></p> <ol style="list-style-type: none"> <li>1. Networking and Informational Interviews</li> <li>2. Informational Interview Assignment Instructions</li> </ol> <p><b><u>Homework:</u></b></p> <ol style="list-style-type: none"> <li>1. Schedule an informational interview with a professional in an career field that interests you.</li> <li>2. Once you have scheduled your interview, record the date/time in your planner and set reminders.</li> </ol>
<p><b>Week 7</b> <b>No class</b></p>	<p><b><u>Academic Planning/Workday Student</u></b> This week you will be attending a Workday registration workshop. This workshop will provide important information on how to register for your next semester. A schedule for the workshops will be in Blackboard.</p> <p style="text-align: center;"><b>Digital Literacy</b> 📱</p>	<p><b><u>Homework:</u></b></p> <ol style="list-style-type: none"> <li>1. Complete your informational interview by beginning of week 11.</li> <li>2. Continue working on your Professional Exploration Presentation.</li> <li>3. Academic Plan Assignment</li> </ol> <p style="text-align: center;"><b>Be sure to attend First-Year First Friday!</b></p>

<p><b>Week 8</b> TBD</p>	<p><b><u>SPRING BREAK</u></b></p>	
<p><b>Week 9</b> TBD <b>No class</b></p>	<p><b><u>Individual Mtgs.</u></b> You will meet with me for final review of your professional portfolio. We will also discuss a variety of topics related to you and your career interests. Discussion topics include your academic progress, academic planning, and upcoming Professional Exploration Presentation.</p> <p style="text-align: center;"><b>Life Skills</b> 🧠</p>	
<p><b>Week 10</b> TBD</p>	<p><b><u>Professional Exploration</u></b> At the end of the semester, you will present your professional exploration options to the class.</p> <p>Use information you gathered from your professional portfolio, career services presentation, and informational interview to deliver your Professional Exploration Presentation in an elevator pitch format.</p> <p style="text-align: center;"><b>Communication</b> 🗣️</p>	<p><b><u>Preparation:</u></b></p> <ol style="list-style-type: none"> <li>1. Bring your professional portfolio, career services presentation notes, informational interview field critique form, and your elevator pitch to class.</li> </ol> <p><b><u>Handouts:</u></b></p> <ol style="list-style-type: none"> <li>1. Oral Presentation Rubric</li> </ol> <p><b><u>Homework:</u></b></p> <ol style="list-style-type: none"> <li>1. Begin working on your Professional Exploration Presentation.</li> <li>2. Complete your informational interview.</li> </ol>
<p><b>Week 11</b> <b>No class</b></p>	<p><b><u>Finalize Your Informational Interview</u></b> This is the final week to complete your informational interview and submit your Field Critique Form on Blackboard.</p> <p>Do not forget to bring your professional portfolio to your interview in case your interviewee requests it, and remember to dress professionally. If you have any questions, you should reach out to your mentor or me.</p> <p style="text-align: center;"><b>Interpersonal Abilities</b> 😊</p>	<p><b><u>Homework:</u></b></p> <ol style="list-style-type: none"> <li>1. Submit Professional Portfolio on Blackboard by 5:00 pm Sunday.</li> <li>2. Complete your Informational Interview this week.</li> <li>3. Submit your Informational Interview Field Critique Form to Blackboard by Sunday, 5pm.</li> <li>4. Continue working on your Professional Exploration Presentation.</li> </ol> <p><b><u>Extra Credit:</u></b></p> <ol style="list-style-type: none"> <li>1. The Scale of Intellectual Development begins TBD. An email will be sent to your Spartan email address.</li> </ol> <p style="text-align: center;"><b>Be sure to attend First-Year First Friday!</b></p>

<p><b>Week 12</b> TBD</p>	<p><b><u>Financial Literacy/ Out-of-Classroom Experience (OCE)</u></b></p> <p>This week is designed for an out of classroom experience (OCE). This is a chance to build community with your peers and enjoy areas around campus. Enjoy the Florida sunshine!!!</p> <p>Students will login to the iGrad financial literacy platform. Students are expected to take a look at the various online topics, available courses, and financial literacy-based games available to them.</p> <p style="text-align: center;"><b>Teamwork</b> 🧑‍🤝‍🧑</p>	<p><b><u>Handouts:</u></b></p> <ol style="list-style-type: none"> <li>iGrad Login Instructions</li> </ol> <p><b><u>Homework:</u></b></p> <ol style="list-style-type: none"> <li>Login to iGrad and complete a course on financial literacy. Upload your certificate of completion.</li> <li>Finalize your Professional Exploration Presentation and practice before Week 13.</li> </ol> <p><b><u>Extra Credit:</u></b></p> <ol style="list-style-type: none"> <li>The Scale of Intellectual Development closes TBD.</li> </ol>
<p><b>Week 13</b> TBD</p>	<p><b><u>Professional Exploration Presentation</u></b></p> <p>This week, you will give your professional exploration presentation. Each student will present information on their intended major and profession, including factors that affected their decision to choose this field of study.</p> <p style="text-align: center;"><b>Communication</b> 🗣️</p>	<p><b><u>Preparation:</u></b></p> <ol style="list-style-type: none"> <li>Upload your Professional Exploration Presentation to Blackboard.</li> </ol> <p><b><u>Optional:</u></b></p> <ol style="list-style-type: none"> <li>Complete Change of Major/Minor/Advisor form and turn it into Academic Advising.</li> </ol>
<p><b>Week 14</b> TBD</p>	<p><b><u>Professional Exploration Presentation (Continued)</u></b></p> <p>We will continue the presentations this week.</p> <p style="text-align: center;"><b>Communication</b> 🗣️</p>	<p><b><u>Optional:</u></b></p> <ol style="list-style-type: none"> <li>Complete Change of Major/Minor/Advisor form on SpartanWeb and turn it into Academic Advising. If you do not complete and submit this form, you will be automatically assigned a faculty advisor.</li> </ol>
<p><b>Week 15</b> TBD</p>	<p><b><u>Final BAC 102 Session</u></b></p> <p>Time to celebrate a major accomplishment! You've completed your First-Year Experience at UT! We will also review information gathered from the Perry Scale / Scale of Intellectual Development.</p> <p style="text-align: center;"><b>Life Skills</b> 🧑‍🎓</p>	<p><b><u>Extra Credit:</u></b></p> <ol style="list-style-type: none"> <li>NSSE Survey Closes May 4th. Upload "Thank You" completion page to Blackboard by Friday, May 4th at 5:00pm to receive credit.</li> </ol>



***Policies:***

**Attendance/Participation**

Your participation in this class is essential. If you are not present, you can neither participate nor benefit. There will be a limit of **two** unscheduled absences for BAC 102. Scheduled absences involve time conflicts that are known in advance, for which students have notified their instructors. Missing more than two unscheduled classes will result in a full letter grade deduction. Acceptable reasons for scheduled absences include court-imposed legal obligations (e.g., jury duty and subpoenas), medical procedure, required participation in University-sponsored events (e.g., performances, athletic events, academic research presentations), observation of religious holy days, and requirements of military service. Exceeding two unscheduled absences may result in the failure of this course.

**Classroom and Student Responsibilities**

This course will be conducted in a seminar style. In a traditional lecture format, the professor typically lectures for the majority of the class period on the material indicated by the class syllabus. In a seminar format, students are expected to be active participants, often being called upon to present material or respond to material prepared outside of class. The seminar format is more open and less structured than the conventional lecture class.

For this class to have real value and meaning, it will require your active participation in all class assignments, exercises, presentations and activities, both in and outside of class.

**Reporting Sexual Violence/ Title IX Matters**

Sexual violence includes nonconsensual sexual contact and nonconsensual sexual intercourse (which is any type of sexual contact without your explicit consent, including rape), dating violence, sexual harassment, sexual exploitation, domestic violence, and stalking. You may reach out for confidential help (see contact info below) or report an incident for investigation.

If you choose to write or speak about an incident of sexual violence and disclose that this violence occurred while you were a UT student, the instructor is obligated to report the incident to the Title IX



Deputy Coordinator for Students. The purpose of this report is to provide a safe and nondiscriminatory environment for all students. The Deputy Coordinator or his or her designee will contact you to let you know about the resources, accommodations, and support services at UT and possibilities for holding the perpetrator accountable. If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the individuals listed below. They can connect you with support services and discuss options for holding the perpetrator accountable.

There is an exception to this required reporting for preventative education programs and public awareness events or forums. While the instructor is not required to report disclosures during these instances, unless you make or initiate a complaint, the instructor or another University official will ensure that the students are aware of the available resources at UT, such as counseling, health, and mental health services, and it will provide information about Title IX, how to file a Title IX complaint, how to make a confidential report, and the procedure for reporting sexual violence.

For more information, see The University of Tampa's [Title IX<sup>1</sup>](#) webpage and the Student Services [Title IX and Sexual Misconduct Procedures](#) page.

To make a confidential report of sexual violence, please contact:

- Dickey Health & Wellness Center ([wellness@ut.edu](mailto:wellness@ut.edu)) (813) 257-1877
- Health and Counseling Center ([healthcenter@ut.edu](mailto:healthcenter@ut.edu)) (813) 253-6250

**Students with Disabilities:**

If there is a student who requires accommodations because of any disability, please go to the Academic Success Center in North Walker Hall for information regarding registering as a student with a disability. You may also call (813) 257-5757 or email [disability.services@ut.edu](mailto:disability.services@ut.edu). Please feel free to discuss this issue with your instructor in private if you need more information.

**Academic Integrity Policy:**

Cheating, plagiarism, copying and any other behavior that is contrary to University standards of behavior will not be tolerated. Students caught violating any aspect of the University of Tampa's Academic Integrity Policy will be penalized in all cases. Penalties range from "0" on an assignment to "F," regardless of how far a student has progressed in the course. Students may also face expulsion. It is the student's responsibility to become familiar with the policies of the university regarding academic integrity and to avoid violating such policies. Policy information is found at [Academic Integrity Policy](#).

**Disruption Policy:**

Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. According to the terms of the University of Tampa Disruption Policy, the professor will take immediate action when inappropriate behavior occurs. Details of the policy can be found at [Disruption of the Academic Process](#).

**Course Interruption Due to Adverse Conditions:**

In case of any adverse condition or situation, which could interrupt the schedule of classes, each student is asked to access [UT Homepage](#) for information about the status of the campus and class meetings. In addition, please refer to [ut.blackboard.edu](http://ut.blackboard.edu) for announcements and other important information. You are responsible for accessing this information.

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<sup>1</sup> <http://www.ut.edu/titleix/>

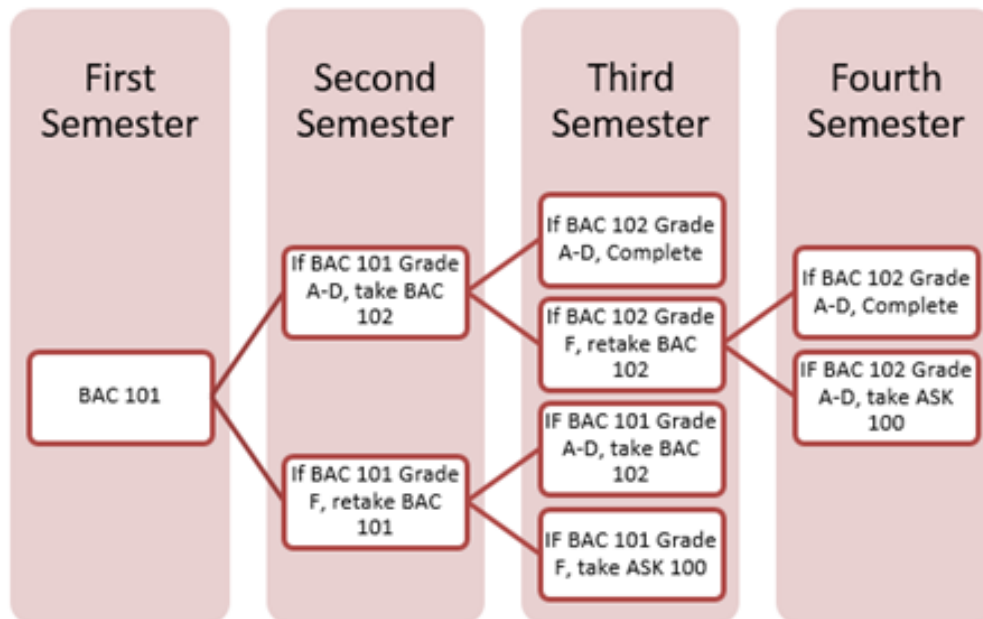
**Advising**

All first-year students are assigned an academic advisor through the Academic Advising Office. I will serve as your first-year academic instructor.

**Grading**

Grades in the First-Year Experience Seminar are awarded under the A-F grading system. Please note that BAC/HON courses may only be retaken the semester immediately following the failure. Students cannot withdraw from BAC 102 for any reason.

Below is a chart outlining the course sequence for students to successfully complete their BAC course requirement.



The catalog states, “If a student does not successfully complete the [BAC 101/BAC 102](#) or [HON 101/HON-102](#) sequence, they must retake the course the following semester. Each course in the sequence can only be retaken once, and therefore must be completed in the first three semesters. If the course is failed twice, the student will not continue in the sequence and will complete ASK 100: Academic Skills. If the student already completed ASK 100, the course for completion will be determined by the Director of the First-Year Experience Program.”

Please be aware that the university allows only three courses to be retaken for grade forgiveness. Consider this before you use one of these attempts in a 1-credit course. If you wish to take this course for grade forgiveness, please follow the procedure in the catalog under Repeating Courses/Grade Forgiveness Policy. You must submit your grade forgiveness before graduation.

Please note that all students must complete BAC 100: Baccalaureate Digital Skills with a Satisfactory (S) grade in addition to the First-Year Seminar requirement.

Note: The professor reserves the right to make changes to this syllabus as necessary.

*Updated 11/13/2018 ES*