



A&M-COMMERCE

To access COVID-19 information, please visit the [Stay Healthy Lions Webpage](#).

BAAS 301 – Designing Your Future Work

COURSE SYLLABUS: Spring 2022

INSTRUCTOR INFORMATION

Instructor: Gabe Dunbar

Office Location: Remote

Office Hours: Email to schedule phone or virtual conversation

University Email Address: Gabe.Dunbar@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Weekday emails will receive a response within 24 hours.

Emails sent on weekends and holidays will receive a reply the following business day.

COURSE INFORMATION

Textbook(s) Required

Burnett, B., & Evans, D. (2016). *Designing Your Life: How to Build a Well-Lived, Joyful Life* (Illustrated ed.). Knopf.

Supplemental Materials

Links and files will be provided in the document sharing tab within the course.

COURSE DESCRIPTION

This course is intended to be the first course taken as part of the BAAS degree, preparing students to be successful in their major and their time at A&M Commerce. Emphasis on professionalism, communication practices, techniques, and skills will be provided. Additionally, students will use a design thinking approach to learn practical tools and ideas to make the most of their A&M Commerce experience. Topics include the purpose of college, educational and vocational wayfinding, and preparation for the agility and resilience needed for lifelong employment. Students will identify individual goals, assess skills and talents, explore career options, analyze the job market, and effectively use employment search tools.

STUDENT LEARNING OUTCOMES

Completion of this course provides the student with the knowledge to:

1. Understand principles of design thinking and apply life design mindsets and concepts to future work design problems.
2. Interpret trends in the work place due to technological disruption, human skill development, and workforce needs.
3. Analyze important career competencies and evaluate areas of strengths & weaknesses.

4. Discover tools to pursue a well-designed life.
5. Design a plan that will guide personal and professional growth through academic and career experiences.

REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

ASSESSMENT

- Participation (15%)
- Life Design Activities (15%)
- Career Competency Presentation (15%)
- Written Analysis Papers (30%)
- Final Paper & Presentation (25%)

Participation: Your active, informed participation is essential for doing well in this course and designing your life. Essentially, your perspective is essential to the conversation. Therefore, your preparation for class meetings is important, specifically, completing assigned readings before the class. For full participation credit, students should offer comments or questions in class, work with classmates on in-class assignments/activities and initiate and contribute to brief discussions about design thinking, life design, and the future of work. Each student will be expected to add to the discussion at each class meeting. **Finally, reflection and writing are important to improving your self-awareness, so each week there will be a prompt connected to the reading allowing active reflection.**

Life Design Activities: Students will complete a variety of life design activities throughout the semester:

- Worldview/Workview: Students will create a Worldview and a Workview. Students will be challenged to recognize that connecting the dots between who you are, what you do, and what you believe, increases coherence and meaning making.

- Work/Love/Play/Health Dashboard: Students will assess their current state of work, love, play, and health and reflect on how those components impact the design of their lives.
- Career Mix: Students will reflect on ideal elements of a future workplace.

Career Competency Virtual Presentation: Each student will focus on a single career competency as defined by NACE: National Association of Colleges and Employers. The final product will be a 5-minute individual virtual presentation. Emphasis on goal setting, listening, verbal/nonverbal communication, and presentation skills.

Written Analysis Papers: Analysis papers or case studies will be done throughout the semester. Guidelines with details specific to each assignment will be provided the week(s) before each assignment is due.

- Analysis 1: Generational Views of Work and the Job Market
- Analysis 2: Human+ Skills for the Future of Work
- Analysis 3: The Value of Lifelong Learning

Final Paper and Presentation: Through life design and future of work conversations, reflections, and activities, you will develop a deeper understanding of yourself and how you can prepare for the future of work. Your worldview and workview will provide the foundation of who you are and what you believe while in pursuit of coherence and meaning making of what you want to do. Integrating other life design content and future of work research and analysis is imperative for success with this assignment. You will write a 5-page paper and conduct a 5-minute presentation of your future of work.

GRADING SCALE

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or below

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:
View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:
Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:
Visit the [Virtual Classroom Requirements Webpage](#).

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:

- Course name and subject in the subject line (ex. ORGL 3322 – Posttest)
- Salutation
- Proper email etiquette (no “text” emails – use proper grammar and punctuation)
- Student name and CWID after the body of the email

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty Policy](#)

[Undergraduate Student Academic Dishonesty Form](#)

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

Any changes to the following course outline will be announced in advance. Each week will have readings, journals, activities, and or assignments due. All weekly content must be completed **by Sunday at 11:59 PM Eastern Standard Time.** The following module will open the following Monday morning at 12:01 AM EST.

- Week #1 Course introduction, syllabus review, set the course norms, and course expectations
Journal Reflection #1 - *What are your hopes and/or expectations of this course over the next 16 weeks?*
- Week #2 Design Thinking Introduction
Read: Burnett & Evans Introduction & Chapter 1 – *Start Where You Are*
Assignment Due: Work/Love/Play/Health Dashboard
Journal Reflection #2 - *Which of the five Life Design mindsets do you embrace most naturally? Which mindset is most challenging to you?*
- Week #3 Worldview and Workview
Read: Burnett & Evans Chapters 2 & 3 – *Building a Compass & Wayfinding*
Assignment Due: Worldview/Workview

Journal Reflection #3 - *On page 38-39, Burnett and Evans talk about True North. Reflect on your true north values and what/who in your life points you in the "right" direction.*

Week #4 Wayfinding and Brainstorming
Read: Burnett & Evans Chapter 4 – *Getting Unstuck*
Journal Reflection #4 - *One of the dysfunctional beliefs in Chapter 3 (p.42) is "Work is not supposed to be enjoyable; that's why they call it work". Do you agree or disagree? Why?*

Week #5 Prototyping | S.M.A.R.T. Goals
Read: Burnett & Evans Chapters 5 & 6 – *Design Your Lives & Prototyping*
Read: S.M.A.R.T. Goals Article
Read: Goal-Setting Article
Journal Reflection #5 - *Look back at your Work/Love/Play/Health dashboard in week 3, select one area of your dashboard that you'd like to take action on.*
Assignment Due: Ideal Career Mix

Week #6 The Future of Work – what's the big deal?
Read: World Economic Forum's The Future of Jobs 2020
Journal Reflection #6 - *As you read Future of Jobs report, what two facts or statistics seem most relevant to your future work? How might you modify your vision for your future based on this new information?*
Assignment Due: Written Analysis #1: Generational Views of Work and the Job

Market

Week #7 The Future of Work: Us vs. Robots | Communication in the Workplace
Read: U.S. Bureau of Labor Statistics' The Future of Work: Does it Belong to Us or the Robots?
Read: Workplace Communication Article
Journal Reflection #7 - *The Future of Work article was published in 1982. What most surprised you about reading this article? Almost 40 years later what did they get right or wrong?*

Week #8 The Importance of Being Human in a World of Automation
Read: Strada's Robot Ready: Human + Skills for the Future of Work
Journal Reflection #8 - *According the description of Human+ skills and jobs, how would you define Human+ aspects of your future work and what do you think may be converted to some type of machine learning?*
Assignment Due: Written Analysis #2: Human+ Jobs for the Future of Work

Week #9 Lifelong Learning and Skills for the Future of Work
Read: National Association of Colleges & Employers (NACE)'s Career Readiness Defined
Read: Keith Keating's The Mindset of a Lifelong Learner
Journal Reflection #9 - *As you read through the NACE Career Readiness article, which competency do you feel most prepared? Which competency do you feel least prepared?*

Week #10 Virtual Presentation

Journal Reflection #10 - *We're over halfway through the semester, what is one thing that you would love to see change for the last third of this course?*

Due: NACE Career Competency Presentation

- Week #11 The Future U.S. Labor Force
2060
Read: U.S. Bureau of Labor Statistics' A look at the future of the U.S. labor force to
Read: GetSmarter's The 100 Year Life – How to Prepare for the Future of Work
Journal Reflection #11 - *How does this potential concept change your outlook on work and retirement? Could you remain in your same job for longer than expected? Would you consider a different part-time job into your 70's or 80's?*
- Week #12 Résumés, Cover Letters, and Career-readiness
Job
Read: Burnett & Evans Chapter 7 & 8 – *How Not to Get a Job & Designing Your Dream*
Journal Reflection #12 - *As a result of this class, what tools have you developed that could be helpful for your next career steps?*
Due: Written Analysis #3: The Value of Lifelong Learning Paper
- Week #13 Personal Branding + LinkedIn + Elevator Pitch
Read: Burnett & Evans Chapters 9 & 10 – *Choosing Happiness & Failure Immunity*
Journal Reflection #13 - *After reading about the idea of failure immunity in chapter 10, do you think you can really become immune to failure?*
- Week #14 Building Your Team | Value of Networking
Read: Burnett & Evans Chapter 11 & Conclusion – *Building a Team*
Journal Reflection #14 - *As Burnett & Evans mentioned, having a team is imperative to designing your life. Who are some of the individuals that are on your team? What are their roles?*
- Week #15 Developing Your Narrative: Storytelling for the Future of Work
Journal Reflection #15 - *After reading the HBR article, what is your story or narrative? How would you tell your story in an interview?*
- Week #16 Designing My Future
Due: MyFuture Paper and Presentation