

Western University, Faculty of Arts & Humanities – SASAH
Introduction to Professional and Community Practices, ARTHUM 3380Y-650

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Please read the following information (there's a lot!) completely and carefully:

WELCOME to SASAH's Introduction to Professional and Community Practices course! This course, which introduces students to issues of professionalization and community engagement, was developed by Prof. Patrick Mahon and Dr. Barbara Bruce. The principal instructor is Dr. Barbara Bruce. Dr. Aara Suksi will join her in the winter term.

The lectures are posted in the Course Content page in the course's Owl site and are typically divided into several components, usually in the form of VoiceThread presentations. You are encouraged to discuss course material with your classmates, through the Forum in Owl Sakai, and with your professors. You should come away from this course with an enriched understanding of the importance of experiential learning, professionalization, and community engagement.

Please do not hesitate to ask your professors questions or to let us know if you encounter any problems or see any errors or links that aren't working. This syllabus contains important information about the course requirements, expectations for the course, ways to contact your professors, assignments, grade distributions, grading criteria, submission of assignments, plagiarism, Western's "Information for Students," and the reading and assignments schedule. You are responsible for all information documented in this syllabus.

PREREQUISITES

From the Senate: "Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Prerequisites: [Arts and Humanities 2200E](#), [Arts and Humanities 2220F/G](#), [Arts and Humanities 2230F/G](#).

IMPORTANT INFORMATION ABOUT THIS ONLINE COURSE

This course demands as much time and effort from you as a conventional lecture-based university course in SASAH. You are required to participate regularly, as you would in a classroom setting, which means working through the lectures, reading assigned articles, completing the imbedded mini-courses, and engaging with the material, the professor, and your classmates. As in any university course, then, you will have to devote several hours a week to the work to keep up with the reading and complete the assignments. We recommend you schedule a specific time for this course each week, just as if you were attending a regular class.

This course is designed for Owl, which operates as an online classroom, and thus you must ensure that you have access to the internet on a regular and consistent basis. This means that, in the event of a service interruption to your internet connection at home, you are expected to find another way to access the course

materials: for instance, by working on campus or in a public library. You must also check your uwo email account daily.

Student Conduct

All students will conduct themselves in a manner that will be consistent with the maturity and academic integrity expected of university students. Student conduct shall be consistent with the general laws of the community and with University regulations. Students shall show regard and respect for the rights, safety, and property of all members of the University community and are expected to act in a responsible manner within the University and the community at large.

COURSE DESCRIPTION

This online course introduces students to the critical and research skills and practical tools required to 1) engage in experiential learning, 2) comport oneself in a professional manner in preparation for the job market and related contexts, 3) plan a community-based, fourth-year group capstone project and the presentation of its outcomes, and 4) plan an individual fourth-year capstone project.

As part of our support for students as they prepare to enter the working world, the SASAH program emphasizes Experiential Learning (EL) through both integrated projects and required courses. In its first half, this course introduces students to the skills and tools required to engage successfully in EL in those dual contexts and helps them develop the skills and tools they need to present themselves professionally. In its second half, this course facilitates the students' research and advanced planning for the individual and group projects they will undertake in their fourth-year capstone seminar.

Please begin by reading the course syllabus and then clicking on the Course Content link in the left menu.

COURSE DELIVERY

Lectures for this course are **asynchronous**: the recorded lectures, presentations, and videos are posted in Owl. Workshops are **synchronous** but will be recorded and posted in Owl for students who cannot attend at the scheduled time. We have also scheduled at least two class meetings per term using Zoom to give students a chance to interact live with each other and their professors.

Zoom

A link to Zoom has been added in the course site in Owl. Students should also download the app and login using your Western ID. Instructions can be found at <https://wts.uwo.ca/zoom/index.html>. If you have problems, the app is fully supported by [Western Technology Services](#).

All the remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs, and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact your professors if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation or the participant has the prior written permission of the instructor.

INTELLECTUAL PROPERTY

All instructor-written materials (e.g., PowerPoints, lecture notes, oral lectures) for this course are created solely for students' personal use within the course and remain the instructor's intellectual property. Further reproduction, fixation, distribution, transmission, dissemination, communication, or any other uses, without

securing the consent of the copyright owner (the course instructor), may be an infringement of copyright. You may not distribute, email, or otherwise communicate these materials to any other person.

These limitations extend to recording, photographing, or sharing lectures (online or in-person) and lecture material without permission. Posting the instructor’s content from this course to online course sharing sites like OneClass or Course Hero without permission is both an infringement of intellectual-property law and a violation of academic-integrity guidelines. The instructor will pass these cases on to the Western University Ombudsperson or their Department Chair as appropriate.

COURSE OBJECTIVES

By the end of this course, successful student will . . .

- understand the value of experiential learning, community engagement, and professional development;
- have developed their skills in communications, organization, research, critical and creative thinking, and reflexive and reflective practice;
- understand the link between academic knowledge and real-world practice;
- have reflected on the value of experiential learning to community, university, and self.
- have developed a resume, C.V., and LinkedIn profile that meet professional standards;
- understand their moral and ethical responsibilities as global citizens;
- have researched and formally proposed their fourth-year individual capstone project and the group project and its presentation.

As an online offering, this course also enables third-year SASAH students, who are often participating in exchanges and/or taking cross-listed courses, to engage in a more in-depth way in aspects of the SASAH Major and to remain engaged with their cohort.

COURSE MATERIALS

No texts are required for purchase. Readings are posted along with the course presentations and videos in the Course Content page in Owl.

METHODS OF EVALUATION

	Assignment	Due Date	Length	Value
	Participation	each unit		10%
Fall Term (45%)				
	Case Study (2 parts):	Sun., Oct. 24		
	Group Presentation using VoiceThread		10 minutes	12%
	Individual Reflection Paper		600-700 words	8%
	Reflection Paper on Nonprofit Units	Sun., Nov. 14	max. 600-700 words	10%
	Resume and Cover Letter	Wed., Dec. 8	900-1200 words	10%
Winter Term (55%)				
	LinkedIn Profile/Portfolio	Sun., Jan. 16	600-700 words	10%
	Group Capstone Project Proposal	Sun., Mar. 6	1800-2400 words + images	20%
	Individual Capstone Project Proposal (2 parts):			
	Pitch Video	Sun., Mar. 13		8%
	Written Proposal	Fri., Apr. 1	1200-1500 words + images	12%

GENERAL INFORMATION

COURSE CONTENT

To find the lectures for the course, click on the “Course Content” icon found on the course’s Home Page in Owl and then on the link for the appropriate unit, each of which corresponds to two weeks of the course and equals a three-hour lecture in a regular course. In each unit’s page, you’ll find a To Do list and a checklist, the required components (lectures, LinkedIn Learning courses, etc.), recommended reading and/or viewing, the link to the Forum for your participation requirement, and in some weeks, the link(s) to (an) assignment(s).

PARTICIPATION

In an online course, as in a classroom, students are expected to engage with their classmates in discussions of the course content. That engagement will be through written and video posts in the Forum in Owl, as well as at least two class Zoom meetings per term.

The participation mark is based on student discussions/posts in the Forum and two short reflection papers, as well as the completion of the LinkedIn Learning courses and Western International’s Critical & Ethical Global Engagement (CEGE) and Niagara College’s Project Management (NCPM) modules. Achieving a high participation mark is relatively easy and can have a significant impact on your grade.

The breakdown of the participation mark, worth 10% of the final grade, is . . .

- Forum posts, LinkedIn Learning courses, and CEGE and NCPM modules (40%),
- two short reflection papers (40% [20% each]),
- community-(art)-project sketch (20%).

To get credit for the LinkedIn Learning courses and the CEGE and NCPM modules, you must upload the certificates you get at the end the module/courses (or screenshots of them) and upload them into your Drop Box in Owl.

To obtain a certificate once you’ve completed a LinkedIn Learning course, click on “Show All” beside “Certificates” under the video window, then the arrow beside “LinkedIn Learning Certificate.” Download the PDF, save it to your computer, and upload it to Drop Box in Owl.

Requirements

The various participation assignments and events will be posted in each unit’s Owl page and under “View Full Description” below each unit number in Forums. Before the deadline(s), students will post their discussion(s) in the unit’s forum.

Each post should be several sentences in length—in other words, it should be a short- to medium-length paragraph (approx. 150 to 300 words)—and, in most cases, can be presented as a written paragraph or video.

Discussions must be posted no later than 11:59 p.m. Sunday at the end of the second week of each unit, unless specified otherwise. You should check the discussions for each unit daily and follow the threads even if you have already submitted your post(s). You should also, of course, read the discussions that may result from your posts, and you may want to post additional comments or questions. As well, the professor or other students may have posted clarifications, explanations, etc. of which you should be aware.

How to Post a Discussion

Click on “Forums” in the left-hand menu on the course’s home page and then on the unit for which you want to post a discussion. Alternatively, in Course Content, choose the unit for which you want to post a discussion and then “Unit x Discussion.” Click on “Start a New Conversation” or click “Reply” to an already-existing post.

Type or paste your discussion in the Message box that has opened, and when you have finished, click on "Post."

How Participation Is Graded

Since the discussions in Forums replace in-class discussions, they should be seriously considered and analytical.

The short posts in Units 2, 3, 4, 5, 6, 10, 11 and the Group Letter of Intent in Unit 9 will be marked on a point system: each appropriately academic post of proper length will receive 1 mark. Thin or overly brief postings will receive 0.5 marks. Trite, irrelevant, or offensive posts will be discounted.

The video assignment in Unit 1, the reflections in Units 7 and 12, and the sketch in Unit 8 will be graded according to the rubric posted at the top of the Forums home page. Under "ARTHUM 3380Y 650 Forum," click on "View Full Description" to see the rubric. In the week after the deadline, we will mark the submissions and post the marks in Gradebook in Owl.

For the most part, the Forum page is where you engage with your fellow students. Your professors may interject, however, to emphasize or correct a point or issue that has been raised or to help push a student's ideas further.

ASSIGNMENTS

To find the instructions for the assignments, click on the "Assignments" folder on the course home page in Owl. You will also submit your written assignment through the same folder.

Formal features

The assignments must be written according to the standard **Modern Language Association (MLA)** essay style: typed, double spaced, and in 12-point font with 1" margins. Note that in the MLA style, your name, the course number, your professor's name, and the date must appear double spaced in the upper-left corner of the first page. The title should appear centred, one double space below this information. Please consult *MLA Handbook* for the proper format. Please *do not* submit your assignments with title pages, which are not used in the MLA format.

Citations

All bibliographic notations must use the MLA method of parenthetical notation and include a Works Cited page. For more information, consult the *MLA Handbook*, 8th or 9th ed. (some information on the MLA method can be found in the [Purdue Online Writing Lab](#)).

Assignment Length

Ensure you are within the assigned word limit. If your analysis is short or long, expand or edit your work carefully until you are within 10% of the word limit. If an analysis is short of or exceeds the word limit by more than 10%, we will deduct marks at our discretion to a maximum of one full grade. In some cases, if an assignment exceeds the word limit by 50% or more, it will be returned unmarked to the student and late penalties will apply until an edited analysis is returned; if an analysis is short by 50% or more, it will receive a failing grade.

That said, for assignments like the CV and the LinkedIn page, the word count will depend on the student's activities and experiences. If you think your assignment will be significantly shorter or longer than the prescribed word length, you should discuss the matter with your professor ahead of the due date.

Due Dates

The assignments must be posted no later than 11:59 p.m. the day they are due. Assignments handed in late without prior permission will be returned with a grade only, no comments, and 3% per day late, including weekends (i.e., 6% for Saturday and Sunday), deducted from the grade assigned to your paper. Papers submitted after the assignment has been returned to the rest of the class will not normally be accepted unless accommodation has been granted by an academic counsellor.

Submitting Your Assignments

To submit an assignment, in Owl click on “Assignments” in the menu on the Home Page and then on the appropriate assignment folder. Follow the instructions to upload your assignment, and make sure you receive confirmation that your submission has been uploaded and save the confirmation.

In case of an assignment that has not been uploaded by the deadline, the student is always responsible; in other words, if a student claims they uploaded the assignment, but it is not in Owl, they must provide a replacement the same day they are notified of the missing assignment, and late penalties will apply. See “Keep a Copy!”, below.

Paper copies of assignments will not be accepted.

Planning Your Term

We recommend strongly that you *map out all the due dates and exam dates for all your courses* at the beginning of the term and plan your research, writing, and study times accordingly. Saying that you have a busy week is not an acceptable reason for an extension, since you always have advanced notice of deadlines.

Keep a copy!

Always save electronic copies of each file on your computer *and* on an external hard drive, USB key, or cloud. Retain all assignments at least until you receive your official final grade for the course from the Registrar’s Office. If you plan to go on to grad school, keep everything!

Grading

All papers are rigorously marked according to the Grading Rubric, which gives the criteria for each grade level. The rubric is posted on the Syllabus page in Owl.

Returning Assignments: we will do our very best *to return assignments within three weeks of the due date*. If you wish to discuss the comments or grade you have received with us, ***you must wait for at least three days after the assignment has been returned to you***—no exceptions.

In any course, if you believe an assignment has been unfairly graded for whatever reason and you want to launch an appeal, you must follow the procedures prescribed by the university. See the “[Undergraduate Student Academic Appeals](#)” document posted on the University Secretariat’s “[Rights and Responsibilities](#)” webpage and in the Academic Calendar. See “Complaints” below.

Gradebook in Owl

We will record your marks as percentages in Gradebook. Your final grade will not be posted in Owl.

Students should always keep track of their marks during the term. If a grade posted in Gradebook does not match the grade on an assignment, let us know immediately.

FINAL GRADES

All assignments worth more than 5% of your final grade *must* be completed: failure to do so will lead to an automatic F for the course. Your final grades are released by the Registrar's Office, not your instructor.

ACADEMIC INTEGRITY

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence." See the University Secretariat's "[Rights and Responsibilities](#)" webpage in the PDF "[Scholastic Discipline for Undergraduate Students](#)."

The Senate continues, "Plagiarism and other scholastic offences will be prosecuted to the fullest extent that university regulations allow. In its academic calendars, Western University defines plagiarism as "The act or an instance of copying or stealing *another's words or ideas* and attributing them as one's own" (emphasis added).

"All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

All instances of plagiarism will be reported to the Director of SASAH. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

If you are not sure what plagiarism is or what constitutes an academic offence, *ask!* The university assumes that all students have read "[Scholastic Discipline for Undergraduate Students](#)" and are thus knowledgeable about academic integrity. Remember, ignorance is no excuse.

TALKING TO YOUR PROFESSOR

Office Hours

Because online courses do not have set class times and students work at different times of the day (and night), no office hours are scheduled for this course. Students who wish to talk to their professors must email the professor to book an in-person (COVID permitting), phone, or Zoom appointment.

Please be aware that professors are extremely busy people, so please be considerate: if you schedule an appointment, keep it! We will not book further appointments with any student who misses more than two scheduled appointments, unless that student has a darn good reason (i.e., sudden onset of some tropical disease, natural disaster, etc.). Do not expect your instructors to be at your beck and call.

There may be times—because of illness, conflicts, snowmageddon, a celebrity sighting on campus (not really—well, maybe), etc.—when we must cancel appointments. We will let you know as much in advance as possible and reschedule.

Email

We are happy to communicate with students via e-mail, but we can't always respond instantly; please allow 48 hours for a response and remember that we may not (but often do) check email after the end of workdays or on weekends. Therefore, emails received Friday to Sunday will be answered no later than Tuesday.

Telephone/Zoom Meeting

Students wanting to engage with Professors Bruce or Suksi in an extended conversation about the course work can contact us by email to set up a convenient time for both parties when we will talk in person (pandemic permitting) or by phone or Zoom. The student will provide the professor with a phone number or the professor will send the link for the Zoom meeting, and she will contact the student at the agreed-upon time.

We sincerely encourage you to make use of us, your professors. Do not hesitate to contact us to talk or ask questions about any topic or issue, including assignments, difficulties you are having with the course, or clarification and expansion of issues raised in class. Unfortunately, most students wait until the last minute or until all hell is breaking loose before consulting their instructors. Please see us well ahead of deadlines.

ACADEMIC ACCOMMODATION (Extensions / Medical Policy)

You may need special arrangements to meet your academic obligations during the school year because of accessibility or medical issues, religious obligations, etc. Contact the appropriate person (course instructor, program director, academic counsellor, staff member in Student Services, etc.) as soon as possible after the need for accommodation is known to exist.

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams),
- for an absence of a duration greater than 48 hours,
- for assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year.

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their home faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's home faculty.

The Western University policy on Consideration for Student Absence can be found [here](#); the Student Medical Certificate (SMC) can be found [here](#).

Absences Not Covered by the Self-Reported Absence Policy

Students seeking academic accommodation on medical or other grounds for participation components and/or assignments worth *10% or more* of their final grade must apply to the Academic Counselling office in their home faculty. Whenever possible, the student should request accommodation well in advance of the due date (preferably at least a week in advance) and have a valid reason for the extension backed by documentation. The link for the SMC is given above.

If you miss an assignment due date or if you require an extension at the last minute on medical or compassionate grounds, you must notify your professor *and* your academic counsellor *immediately*. Proper documentation (a doctor's note, for example) will be required and must be given to the academic counsellor (never to your professor) as soon as possible.

In all cases, if the academic counsellor believes the student has a valid need for an extension, the academic counsellor will then contact your professor. Only once the professor has been contacted by your academic counsellor will they grant the extension.

Students seeking academic accommodation on medical or other grounds for participation components and/or assignments worth *less than 10%* of their final grade may speak *with the professor* to arrange an extension of no more than two weeks to complete the assignment(s) without presenting medical documentation.

Accessibility

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Students requiring assistance and/or letters of accommodation should go to the [Accessible Education](#) page on Western's Student Experience's [Academic Support & Engagement](#) (SDC) website.

Religious Accommodation

Students should consult the university's list of recognized religious holidays (updated annually and available in departmental, deans', and academic-counselling offices) and give reasonable notice in writing prior to the holiday to the instructor and an academic counsellor if their course requirements will be affected by a religious observance. See the [Accommodation for Religious Holidays](#) page posted on the University Secretariat's "[Rights and Responsibilities](#)" webpage and in the Academic Calendar and the [Western Multicultural Calendar](#).

FURTHER INFORMATION FOR STUDENTS

Health and Wellness

If you are having health issues and/or difficulties coping with the pressures of academic life or life in general, please seek assistance immediately from a health-and-wellness professional. Note the following information from Health and Wellness:

Psychological Services and Student Health Services have joined efforts to simplify their triage process. Any student looking to book an appointment with a physician, counsellor, psychologist, psychiatrist, in search of group care options, or any other service provided through Student Health Services and Psychological Services, must book an initial appointment in Student Health Services, UCC 11 (Lower Level of the University Community Centre).

Students who are in emotional/mental distress should refer to [Health and Wellness](#) for a complete list of options about how to obtain help.

Immediate help in the event of a crisis can be had by phoning (519) 661-3030 (during class hours) or (519) 433-2023 after class hours and on weekends. Please call 911 if your safety or the safety of others is a concern. Additional crisis supports can be found [here](#).

Students can book an appointment with Student Health Services or Psychological Services in-person in UCC 11 (Monday-Friday 9:00 a.m. to 4:00 p.m.) or by telephone at 519-661-3030. If you require any further clarification, please email health@uwo.ca.

For more information, go to the [Health and Wellness](#) website. Never hesitate to seek assistance for any problem you may be having.

Learning Skills

Information can be found by visiting Western's [Learning Development & Success](#) website or going to Rm 4100 WSS. From the SDC: "LS counsellors are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre and year-round through individual counselling."

Complaints

If a student has a complaint concerning a course in which they are enrolled, they must first discuss the matter with the instructor of the course. If the complaint is about an assignment mark, the student must first consult with the person who marked the assignment.

If a TA marked the assignment and the student is not satisfied after the TA has re-examined the assignment, the student must then consult with the professor. The professor will consult with the TA, to ensure the proper procedures have been followed, and if they have, the professor will then review the assignment and contact the student with a decision. If the student is still not satisfied, they must make a request for academic relief in writing to the program director or department chair.

Regulations concerning complaints are in place because a failure to follow these procedures creates the potential for injustices of various kinds affecting either the instructor or the students themselves or both parties. Concerns should not be allowed to fester but should be raised with the instructor in a timely manner, so that they can be addressed in time to make a difference to the course.

Further Information

[Student Finances](#) is your main source of information for OSAP, bursaries, loans, scholarships, the work-study program, and [financial counselling](#).

Further support can be found on these websites: [Student Experience](#), [Current Students](#), [Office of the Registrar](#), [Student Center](#), [Your Services](#) provided by the USC, and [Academic Support & Engagement](#).

For further information, including the regulations governing Term Work, Exams, Faculty Office Hours, Academic Relief (appeals, petitions, complaints), and other matters, please see the [Academic Policies](#) page in the University Secretariat's website and the [Student Services](#) pages in the Academic Calendar and the Western Student Guide, SAO Handbook, and other publications posted on the [Academic Calendar](#) webpage.

If you have any questions regarding SASAH-specific course counselling, special permissions, course changes, grade appeals, etc., please contact SASAH's Program Coordinator.

COURSE SCHEDULE

NB: this list is subject to change.

NB: each unit is two weeks long.

Experiential Learning and Community Service

Unit 1 – Sept. 8 to 17 – Introduction to the Course and Experiential Learning

- Unit Components
 - Introduction to the Course (Dr. Bruce and Dr. Suksi, VoiceThread presentation)
 - Introductions to . . .
 - SASAH’s Experiential Learning Requirements (Dr. Bruce, VoiceThread presentation)
 - Experiential Learning and Community-Engaged Learning (Emily Torresan and Kelly Hollingshead from Student Experience, VoiceThread presentation)
 - Internships (Emily Torresan, VoiceThread presentation)
 - Making the Most Out of Experiential Learning (Dr. Bruce, VoiceThread presentation)
 - Succeeding in a New Job (LinkedIn Learning course)
 - Overcoming Imposter Syndrome (LinkedIn Learning course)
- Participation Requirement (Forum)
 - “What I Did on My Summer Vacation” video, due by 11:59 p.m. on Sept. 19

Unit 2 – Sept. 20 to Oct. 1 – Community Service in a Global Context

- Unit Components
 - Introduction (Dr. Bruce, VoiceThread presentation)
 - Critical & Ethical Global Engagement (Western International module)
 - “Want to help someone? Shut up and listen!” (Ernesto Sirolli, TEDx Talk)
- Participation Requirement (Forum)
 - two short posts, due by 11:59 p.m. on Oct. 3
- ***Live Event**
 - Zoom Workshop: “Build a Meaningful Life & Career with Design Thinking” (Student Experience; scheduled for Tuesday, September 21 from 7:00 to 8:00)

Unit 3 – Oct. 4 to 15 – Whither Nonprofits and Charities (guest lecturer Owen Charters)

- **Monday, October 11 – Happy Thanksgiving!** 
- Unit Components
 - Introduction (Charters, VoiceThread presentation)
 - History of Charity (Charters, VoiceThread presentation)
 - Governance & Organization (Charters, VoiceThread presentation)
 - “The Way We Think about Charity Is Dead Wrong” (Dan Pallotta, TED Talk)
 - “Everyone Deserves a Fair Slice” (Human Services Council, YouTube video)
 - Ripped from the Headlines (Charters, VoiceThread presentation)
 - Social Enterprise (Charters, VoiceThread presentation)
- Participation Requirement (Forum)
 - 2 posts, due by 11:59 p.m. on Oct. 17
- ***Live Event**
 - Zoom Workshop: Your Strengths (Student Experience; scheduled for Tuesday, October 5 from 7:00 to 8:00)

Unit 4 – Oct. 18 to 29 – Humanities for Humanitarians

- Unit Components

- Fundraising and Marketing: Selling Empathy, Parts 1 and 2 (Charters, VoiceThread presentations)
- Power, Politics, & Issues (Charters, VoiceThread presentation)
- Cause Marketing (Charters, VoiceThread presentation)
- Participation Requirement (Forum)
 - 1 post, due by 11:59 p.m. on Oct. 31 
- Assignment Due
 - **Critical & Ethical Global Engagement Case Study due Sunday, Oct. 24**

Fall Study Break: Nov. 1 to 5

Professionalization and Preparation for the Job Market

Unit 5 – Nov. 8 to Nov. 19 – The Resume and Cover Letter

- Unit Components
 - Introduction (Dr. Bruce, VoiceThread presentation)
 - Effective Resumes and Cover Letters (Monica Giorgini, Student Experience; VoiceThread presentation)
 - Writing a Cover Letter (LinkedIn Learning course)
 - Job Hunting for College Grads (LinkedIn Learning course)
- Recommended
 - Job Search Strategies (LinkedIn Learning course)
- Participation Requirement (Forum)
 - 2 accomplishment statements, due by 11:59 p.m. on Nov. 14
 - feedback to two classmates on their statements, due by 11:59 p.m. on Nov. 21
- Assignment Due
 - **Nonprofits Reflection Paper due Sunday, Nov. 14**

Unit 6 – Nov. 22 to Dec. 8 – Creating a LinkedIn Profile

- Unit Components
 - Introduction (Dr. Bruce, VoiceThread presentation)
 - LinkedIn: I've Signed Up—Now What (Jennifer Baytor, Student Experience; VoiceThread presentation)
 - Business Etiquette: Phone, Email, and Text (LinkedIn Learning course)
- Participation Requirement (Forum)
 - a short discussion, due by 11:59 p.m. on Nov. 28
 - a short follow-up discussion, due by 11:59 p.m. on Dec. 8
- ***Live Event**
 - Zoom debriefing of Critical & Ethical Global Engagement Case Study assignment with Bob Gough, Director, International Internships and Development, Western International (scheduled for Tuesday, Nov. 30 from 7:00 to 8:00)
- Assignment Due
 - **Resume and Cover Letter due Wednesday, Dec. 8**

Note! No December exam is scheduled for this class. (You're welcome!) Good luck on your exams for other courses!

Winter Term

Unit 7 – Jan. 3 to Jan. 14 – Introduction to Networking and the Job Interview

- Unit Components
 - Introduction (Dr. Bruce, VoiceThread presentation)
 - Networking for Introverts (Craig Ingram, Career Services Officer, UWO; conference presentation)
 - The 3 Bones for Networking for Student Success (Isaac Serwanga, TEDx Talk)
 - Interview Strategies (Snjezana Linkes, Career Counsellor, Student Experience; VoiceThread presentation)
 - Business Etiquette: Meetings, Meals, and Networking (LinkedIn Learning course)
- Participation Requirement (Forum)
 - A short reflection (paragraph or video) based on your Forum discussions in Units 5 and 6, due by 11:59 p.m. on Jan. 16
- Assignment Due
 - **LinkedIn Profile/Professional Portfolio due Sunday, Jan. 16**

Group Capstone Project Proposal

Unit 8 – January 17 to 28 – Planning a Community-Engaged Group Project

- Unit Components
 - Introduction (Dr. Suksi, VoiceThread presentation)
 - Community Project Interviews (Prof. Patrick Mahon and Jeremy Jeresky)
 - “In-class” Research on Group Projects (Word document with links)
 - Teamwork Foundations (LinkedIn Learning course)
- Recommended:
 - Being an Effective Team Member (LinkedIn Learning course)
- Participation Requirement (Forum)
 - A short sketch of a proposal for a community project or community art project, due by 11:59 p.m. on Sunday, Jan. 30
- ***Live Event**
 - Class Zoom meeting: discussion of group and individual project-proposal assignments and mock-interview workshop (date and time tba)

Unit 9 – Jan. 31 to Feb. 11 – Group Proposal Work

- Unit Components
 - Introduction (Dr. Suksi, VoiceThread presentation)
 - Developing Your Professional Image (LinkedIn Learning course)
 - The Key to Good Communications (LinkedIn Learning course)
- Recommended:
 - Effective Listening (LinkedIn Learning course)
- Participation Requirement (Forum)
 - A Letter of Intent (LOI) produced by your group, due by 11:59 p.m. on Sunday, Feb. 13

Unit 10 – Feb. 14 to Mar. 4 – Group Proposal Completion / Introduction to Individual Project Proposal

- **Reading Week: Feb. 19-27**
- Unit Components
 - Introduction to Unit 10 (Dr. Suksi, VoiceThread presentation)
 - Informational Interviewing (LinkedIn Learning course)

- Introduction to the Individual Capstone Project Proposal (Dr. Suksi, VoiceThread presentation)
- Giving Your Elevator Pitch (LinkedIn Learning course)
- Jodi Glickman on Pitching Yourself (LinkedIn Learning course)
- Overcoming Imposter Syndrome (LinkedIn Learning course)
- “In-class” Time for Work on Assignments
- Participation Requirement (Forum)
 - A script for your pitch video, due by 11:59 p.m. on Friday, Feb. 18
 - Feedback on two classmates’ scripts, due by 11:59 p.m. on Sunday, Mar. 6.
- Assignment Due
 - **Final Group Project Proposal due Sunday, Mar. 6**

Individual Capstone Project Proposal

Unit 11 – Mar. 7 to 18 – Identifying and Planning the Individual Project

- Unit Components
 - Introduction to Unit 11 (Dr. Suksi, VoiceThread presentation)
 - Project Management (Niagara College module)
 - Identifying and Planning the Project (Dr. Suksi, VoiceThread presentation)
 - Confronting Bias: Thriving Across Our Differences (LinkedIn Learning course)
 - Thriving @ Work: Leveraging the Connection between Well-Being and Productivity (LinkedIn Learning course)
- Participation Requirement (Forum)
 - A short post on the LinkedIn Learning courses assigned in this unit and another on one of the LinkedIn Learning courses from a previous unit, due by 11:59 p.m. on Sunday, Mar. 20
- Assignment Due
 - **Individual Project Pitch Video due Sunday, Mar. 13**

Unit 12 – Mar. 21 to Apr. 1 (no foolin’!) – Developing and Completing the Proposal

- Unit Components
 - Introduction (Dr. Suksi, VoiceThread presentation)
 - Interview Videos (Prof. Mahon, Dr. Sarah Bassnett, Dr. Tom Cull; videos)
 - How to Get the Most from Your Temporary Work Placement (LinkedIn Learning course)
 - Creating Your Personal Brand (LinkedIn Learning course)
- Required Reading:
 - from Funding Your Research in the Humanities & Social Sciences (book chapters, PDF)
- Participation Requirement (Forum)
 - A short reflection or video on your key learnings and your own performance in this course, due by 11:59 p.m. on Friday, Apr. 1
- ***Live Event**
 - Class Zoom meeting to discuss key learnings and student performance in the course (date and time tba)
- Assignment Due
 - **Individual Project Written Proposal due by 11:59 p.m. Friday, Apr. 1**