

**GINS 3900,
International Placement**

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This academic course is an experiential learning opportunity in which students work at approved international placements and receive course credit for agreed academic products related to their work placement. For all matters related to being placed with an approved employer, students should consult the BGIInS International Experience Manager or the [BGIInS website](#). This syllabus outlines the **academic requirements** for all those students who have successfully secured an international placement and registered in the course.

International placements allow students to learn through work. Placements in the BGIInS program are available in a wide variety of work environments and geographical locations. All placements have in common that they provide students a stimulating and challenging work experience in a field related to global and international studies. All placements involve between 200 and 400 hours of work. Through the academic requirements of the course, students are given the opportunity to reflect critically on their work experience and to integrate that work experience with what they have previously learned in the classroom.

Once students have secured a placement, they must meet with the course instructor and complete the form [Academic Assessment: Placement](#). The purpose of this form is for students to specify the Learning Objectives of their placement, the associated tasks and assignments that students will complete during their placement, and the specific outputs for assessment that will be used as the basis for assigning the course grade. **The Academic Assessment form completed by each individual student is the specific basis upon which the grade will be assessed for that student.** This syllabus outlines, in general terms, the academic requirements of the course. Where there is a discrepancy between the general academic requirements as stated in this syllabus and the specific requirements laid out in an individual student's Academic Assessment form, the requirements in the student's Academic Assessment form take precedence. **Please Note: There may be a necessity to amend the Learning Objectives of particular placements as jobs develop over time. It may also be necessary to amend the number and type of assignments, along with the weightings. We will revisit student's Learning Objectives and make these adjustments as necessary.**

In addition to the gradable assessment tools discussed below, the course webpage contains a discussion forum available to all students registered in the course. Students are encouraged to use this discussion forum to share their experiences with other BGIInS students undertaking an international placement at the same time as them, elsewhere in the world. The course instructors will monitor this discussion forum and post questions on it from time to time. This discussion forum is not a graded

component of the course, though students are strongly encouraged to use it as a mechanism for keeping in touch with other students sharing a similar experience elsewhere in the world.

There are four broad types of assessment tools that are used in this course. Each of these assessment tools is discussed in general terms below. **As noted above, the specific Academic Assessment form for individual students may vary from the generic examples discussed here. For example, the weighting for assignments for some students may be different and the number of assignments may vary from placement to placement.**

a) Blog Entries (4 x 5% = 20%)

Each student is expected to write several short blog entries during their placement. The blog entries should be 1-2 pages in length and should be personal reflections on the issues and challenges encountered during the placement. In writing their blog entries, students are encouraged to engage with debates and discussions occurring on the discussion forum on the course webpage. Good blog entries will describe an event, situation, challenge or learning experience and will display a critical self awareness as students reflect on their new living and working situation. The general requirement is that students write four such blog entries, each worth 5% of the course grade, for a total of 20%. Blog entries must be submitted electronically via the course webpage in CuLearn.

By way of illustration only, and without limiting in any way the subjects that students may write about, below is a list of a few potential topics for blog entries. This list assumes that students are in a workplace overseas; some of these topics do not apply to students with a placement in Canada.

- **Arrival:** Did you arrive safe and sound? What are the initial challenges and rewards of your new circumstances? What are your first impressions? Do these first impressions correspond with your expectations?
- **Your living arrangements:** What type of accommodation do you have? How does it compare to your accommodation in Canada? How does it compare to the accommodation of the typical person in the country? What has been the most difficult, and the most rewarding, feature of your new living arrangements?
- **Experiencing a different culture:** What was your first big culture shock? How or why did this situation catch you off guard? How did you cope? What did you learn?
- **Your workplace:** Describe the work environment at your workplace. How does it compare to a comparable workplace in Canada? What was the most difficult part of this new work environment for you to adapt to?
- **Mid-placement reflections:** Mid-way through your placement, look back and reflect on your placement so far. What has been your greatest challenge so far? What has been your greatest reward so far? In what respect have your pre-placement expectations been proven correct? In what respect have they been proven wrong? What do you know now that you wish you had known at the beginning?
- **End of placement reflections:** As your placement comes to an end, look back and reflect. What proved to be your greatest challenge? What proved to be your greatest reward? In what respect were your pre-placement expectations proven correct? In what respect were they proven wrong? Knowing what you now know, would you do it all again?

b) Work Portfolio (20%)

Each student will have a series of specific tasks and assignments at their workplace, as described in their position job description and as specified in their Academic Assessment form. These are workplace products, produced under the supervision of the workplace supervisor, satisfying the requirements of the workplace assignment. These tasks and assignments may take a wide variety of forms, from preparing a report or document, through organizing a campaign or event, to conducting research on a given topic. Some tasks and assignments will be undertaken on an individual basis, others will involve working as part of a team. Not all tasks and assignments will result in an output suitable for grading.

Whatever their specific tasks and assignments may be, each student is expected to select a sub-set of these workplace outputs to be included in a Work Portfolio. All items included in the Work Portfolio must have been produced primarily by the student or, where the item is a group product, it must be possible to identify the discrete contribution of the student. The workplace supervisor must consent to each item being included in the Work Portfolio. Ideally, the Work Portfolio should provide a good overview of the types and variety of work performed by the student in the placement. The Work Portfolio must be completed by the last day of classes in the Summer term, Aug. 16, 2017. The general requirement is that the Work Portfolio is worth 20% of the course grade. All items included in the Work Portfolio must be submitted electronically via the course webpage in CuLearn. Where a particular item comes in a format that is not suitable for electronic submission, the student must make a separate arrangement with the course instructor for submission of that item.

c) Workplace Supervisor Report (30%)

All students have a workplace supervisor. At the end of the placement, each workplace supervisor is expected to evaluate the performance of the student on the job, using the form [Employer Assessment: Placement](#). This form is designed to be filled out by the workplace supervisor; the supervisor is then expected to discuss the evaluation with the student. Students are required to sign the completed form, acknowledging that they have discussed the evaluation with the supervisor and are aware of its contents. The general requirement is that the workplace supervisor report will constitute 30% of the grade for the course. The completed Employer Assessment form, signed by both the workplace supervisor and the student, must be submitted directly to the course instructor.

d) Summative Essay (30%)

The summative essay should be 10-15 pages long. It should be a critical evaluation of the entire learning experience of the placement, with a focus on the workplace assignment. Were the Learning Objectives agreed at the outset achieved? Why or why not? What has the student learned in the workplace that it would not have been possible to learn in the classroom? What theories or knowledge learned previously in the classroom proved most useful in understanding the workplace assignment? How has your understanding of global and international studies been enhanced as a result of this placement? The summative essay is due no later than the last day of classes in the Summer term, Aug. 16, 2017. The general requirement is that the summative essay is worth 30% of the course grade. The summative essay must be submitted electronically via the course webpage in CuLearn.

Class Rules and Regulations

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance

Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty dean. Any grades posted on the CuLearn grade portal are unofficial and will not be finalized until the end of the semester. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points, is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from Bachelor of Global and International Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline/Syllabus

Please note that the course syllabus posted on the BGIInS website is the official course outline.