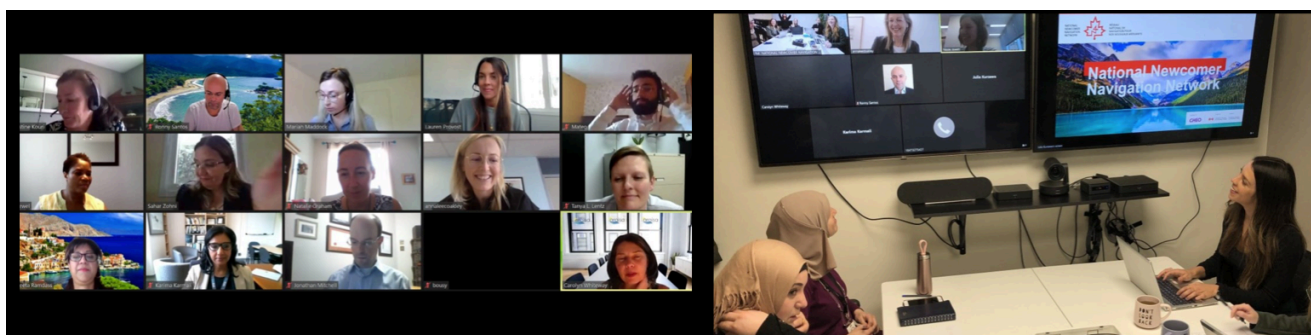


Arthur Kroeger College of Public Affairs: BGI*n*S
Carleton University
GINS 3900/3901: International Placement



Term/Year: W2023
Time/Location: Online

Instructor: Dr. Lorraine Godden
E-mail: lorraine.godden@carleton.ca
Phone: 613 520 2600 x2682 (Office)

Student (Office) Hours: By appointment (please email)

**My office hours are flexible and I welcome the opportunity to engage with you. Please email me and I will make an appointment to meet in my office or via zoom

***Please use your Carleton email account for all course correspondence. I typically respond to emails from students within 48 hours. If you still have not received a reply within 72 hours, please verify the address you sent your original email to and send it again.

Course Overview:

Confucius told us centuries ago, "I hear and I forget. I see and I remember. I do and I understand." This course is grounded on that very principle. In this class, you have the privilege of gaining work experience that engages with the "international" in a virtual, online setting or in a face-to-face setting. You will carry out your placement with a community partner, and embark on a journey of experiential learning - each of you with a different organization- but all with an overarching goal to make a meaningful contribution to the organizations, people and communities with which you will engage.

Course Learning Outcomes - by the end of this course you will:

1. Acquire self-discipline, job specific learnings, and work experience.
2. Understand the role of autonomy and develop increased confidence of your autonomy in the workplace.
3. Develop and deepen your inclusivity, self-management and broader employability skills.

4. Increase your adaptability and tolerance for ambiguity.
5. Independently and critically reflect on the impact of your international learning experience including articulating relevant skills and key contributions to and learnings from the workplace.

Evaluation and Grading:

GINS 3900/3901 Course Assignments Overview

| Description | Percentage of Course Marks (Out of 100) | Due Date |
|--------------------------------|---|---|
| Placement Objectives Statement | 10% | 2 weeks after the start of your placement |
| FUSION Inclusivity Module | 20% | February 24 |
| Student Self-Assessment Report | 10% | Due the final week of your placement or April 5 (<u>whichever date comes first</u>) |
| Workplace Supervisor Report | 40% | Due the final week of your placement or April 5 (<u>whichever date comes first</u>) |
| End of Term Reflection Paper | 20% | Due one week after your placement ends or April 5 (<u>whichever date comes first</u>) |

Placement Objectives Statement (10%)

Due to Brightspace by 11:59pm by the end of the second week of your internship. For example, if you start your internship on a Tuesday, the Placement Objectives Statement will be due 2 weeks from that date.

- 500-700 words (MAX), 12pt, Times New Roman Font, 1" margins, submitted as a pdf to Brightspace.
- Late Policy: Any extensions MUST be agreed in advance with the course instructor. Assignments must be uploaded into the correct dropbox in BrightSpace. Assignments will not be accepted by e-mail.

STEPS: At the start of your placement, you are expected to meet with your supervisor to establish a collaborative understanding of your job description, learning objectives, and work expectations for your particular placement. You should also review the Workplace Supervisor Report Form together so that you are both prepared for your final assessment. After this, you are expected to reflect to do the following:

1. Meeting with Supervisor: Provide the date of your meeting. Identify whether you discussed your position, your learning objectives, and work expectations, and the Workplace Supervisor Report Form.

2. Job Description: Write a 125-150 word job description: what is your job title? What are your expected daily tasks? What are the expected outcomes of your work? What themes/topics will you be working on? What sector will you contribute to and be working in (ie. business, industry, communications)?

Please remember that this is meant to be a generic job description, but should be specific to your position. This should be professional in tone, as you would see on a job board. You should not use personal pronouns, or describe work from a personal lens.

3. Placement Goals Statement: Write a 200-300 word description about your hopes for this placement. What do you hope to learn? In what areas would you like mentorship? Please comment on both your personal goals, and your ambitions for professional growth.

4. Placement Contributions Statement: Write a 100-200 word description about your commitments to this placement. What will you bring to the placement? Please consider both your talents, concrete skills (i.e., good at graphic design, or interviewing, advocacy, or data analysis), and your soft skills (i.e., interpersonal and listening skills, leadership skills, or communication skills). How will you bring your best self to your placement through your skills? Please also consider and anticipate how you will respond to tension, or friction. How will you approach feedback or criticism? How will you handle yourself when you disagree with a colleague? How will you cope with the applied learning environment (online space and workplace) and time management?

5. Signatures: After you have written your Learning Objectives Statement, review, and discuss with your supervisor. Once you have both signed the document, you are ready to submit.

| |
|---|
| FUSION: Orientation and Inclusivity Module (20%) |
|---|

Due to Brightspace by 11:59pm by the end of February 24 (Student Workbook word document)

The Future Skills Innovation Network (FUSION) project is a national cross-collaborative network of Canadian universities focused on exploring innovative and inclusive experiential learning approaches to prepare you to develop necessary skills for rapidly evolving society and job markets. To Learn more about FUSION, please visit Carleton University's Teaching

and Learning Services webpage <https://carleton.ca/tls/teaching-learning-and-pedagogy/experiential-learning/fusion/>

You will work through the FUSION orientation and Inclusivity Modules that are available for you in BrightSpace. Once you have completed the modules you will complete the FUSION Skill-Development Student Workbook to complete the activities and write your reflections. The workbook is available as a word document for you to download and complete. You will submit your completed workbook to the designated dropbox in BrightSpace.

Length: Approximately 3-4 hours in total (including time to complete assignments, reflections, and self-assessments)

Assignment Three: Student Self-Assessment Report (10%)

Due to Brightspace by 11:59pm on your last day of placement or by April 5, whichever date comes first.

Summary: Your Self Assessment Report is designed to give you the chance to reflect on your International Placement experience and to evaluate your contributions. Be sure to review the Self-Assessment Form well in advance, so that you are familiar with assessment categories, and are mindful of how you would like to grow and improve. Please complete this form after your final meeting with your supervisor.

- Use the Student Self-Assessment Report form on Brightspace
- **Late Policy:** Any extensions MUST be agreed with the course instructor. Assignments will not be accepted by e-mail.

Instructions: Following your final meeting with your workplace supervisor, reflect on the comments of your supervisor and your contributions to your workplace over the term. Take this self reflection seriously, this is not a time to be overly self critical, nor to allocate to yourself a 'perfect' score. Excessively low or high grades that are not meaningfully justified will be received with skepticism, and may merit a follow-up meeting between the Instructor and the student. Approach this form with a spirit of honesty, and openness. Once your self-assessment is complete.

Assignment Four: Workplace Supervisor Report (40%)

Due to Brightspace by 11:59pm on your last day of placement or by April 5, whichever date comes first.

Summary: Your Workplace Supervisor Report is designed to give you the chance to gain feedback from your International Placement Supervisor. Be sure to provide the Workplace

Supervisor Report Form to your Supervisor well in advance, and set up a meeting to review the filled form. At the meeting, you can then both sign the form and submit.

- Use the Workplace Supervisor Report Template on BrightSpace
- **Late Policy:** Any extensions MUST be agreed with the course instructor. Assignments will not be accepted by e-mail.

At the end of your placement, your supervisor is expected to evaluate your performance, using the form Workplace Supervisor Assessment Form. You must meet with your supervisor to discuss the evaluation. This is an exciting opportunity to learn (and take note of!) what you did right. Remember to make notes so that you can use the report to bolster your final reflection. This final meeting will also allow you to ask your supervisor about the ways that you might improve your work in the future. I encourage you to take this as a learning experience that will enrich your personal and professional growth. At the conclusion of your meeting, ensure that you sign the completed form, acknowledging that you have discussed your evaluation and are aware of its contents.

Assignment Five: End of Term Reflection Report (40%)

Due to Brightspace by 11:59pm one week following the last day of your placement or by April 5, whichever date comes first.

- 500-800 words, 12pt, Times New Roman Font, 1" margins, submitted as pdf document
- Must be reviewed, and signed by one of your Placement Supervisors
- **Late Policy:** Any extensions MUST be agreed with the course instructor. Assignments will not be accepted by e-mail.

Steps: Reflection and dialogue work provides an opportunity to think through how we can learn from our experiences to grow personally and professionally. This assignment is designed to allow you to reflect on your work in your placement, and to share your experience with your supervisor. As you reflect, and prepare for this assignment, consider how your work experience impacts your professional development, and personal growth. In concrete terms, in this assignment you will draft your End of Term Reflection, share the document with your supervisor, meet with your supervisor to discuss your End of Term Reflection, and both sign the reflection.

Preparation: Download and Complete the End of Term Reflection Form from Brightspace. Early in the term, set a deadline between you and your supervisor so that you both know when they can expect to receive your End of Term Reflection. Give your supervisor time to read your reflection. Then, set an End of Term meeting with your supervisor to review and sign your End of Term Reflection, and Supervisor Assessment Form

Completing your End of Term Reflection

Background: Offer a 100 word overview of your placement and position. Include your job title, the location of your placement, the organization your supervisor's position and name, the sector that you are working in (ie. communication, education, development etc), and key tasks did.

Reflecting on your Placement Objectives Statement (100-150 words): Review your Placement Objectives Statement. What have you accomplished? What haven't you accomplished? What objectives changed over the course of your placement? Your work has probably evolved and changed. Reflect on the work that you have done, and how it has changed. Consider the concrete tasks that you have done at your workplace. How has your work aligned (or not) with your Placement Objectives Statement?

Personal Growth Statement (200-300 words): Has your placement contributed to your personal growth? If so, how? You might consider the impact of your placement on your: confidence; how weaknesses were improved; interpersonal skills; team-work; independence or initiative; leadership etc. Consider the mentorship that you have received from your supervisor. If you have had a supportive encouraging supervisor, how have you benefit from that mentorship? If your supervisor was difficult to work with, how has that kind of mentorship impacted how you will work and behave in the future?

Professional Development Statement (200-300 words): Has your placement contributed to your professional development? Reflect on your how this placement impacted your career goals. Has this given you new experience in a field you are interested in? What skills, knowledge, or training have you developed? How has the workplace culture impacted your networking, or future connections?

Reflection on the Placement Experience (250-500 words): Describe why your International Placement was a worthwhile, or not very worthwhile experience. Describe what has been advantageous about your Placement, what you have gleaned from the experience, and what contributions you have made to your organization. Alternately, if you have struggled with your placement, consider how you might learn from this experience. This section is designed for your to reflect on your specific placement experience so the themes are open. Consider discussing: what others have learned from you; what you liked/disliked about your placement; what you would have done differently, or what you regret; how the experience challenged you; or what your you are most proud of doing/accomplishing. Whatever you choose to focus on, provide concrete examples, and describe your unique placement experiences. Be specific, and concrete in your writing. Sentences like: "This placement has been valuable because it has taught me a great deal of new information", is not specific to a student or position.

Edit: Review and revise your End of Term Reflection. This will include reviewing for clarity, and to be sure you are expressing yourself honestly, and clearly. Remember that you and your supervisor will discuss this report. This is an opportunity for you to honestly share about any jobs and concerns with your placement. Keep in mind that slanderous or offensive language will likely not be received kindly, and that exaggerated enthusiasm, or or excessive flattery can come off as pandering. Do your best to write in a spirit of gratitude for the opportunity, professionalism, and honesty. In terms of mechanics, remember that your

supervisor may be an important reference for you in the future. As in your placement, produce your best work on these reports, and pay attention to writing mechanics (ie. clarity, grammar, organization, and consistency in format/style).

Meet with your Supervisor: Once your End of Term Reflection is drafted, meet with your supervisor to discuss, and sign the End of Term Reflection Report. Submit.

Textbooks and Course Readings:

There are no specified readings for this course, however you may find the following texts informative for your placement and beyond.

Grace, P. (2020). *The ultimate guide to working from home: How to stay sane, healthy and be more productive than ever*. Hachette Books.

Quinn, E. (2011). *There's no place like working from home*. Calloran Publishing.

Whitfield, D. (2020). *50 pages on... working from home successfully during the COVID-19 virus and beyond*. Amazon.com Services LLC.

Fried, J., & Heinemeier Hansson, D. (2013) *Remote: Office not required* Currency/Random House.

Duke, S. T. (2013). *Preparing to study abroad: Learning to cross cultures*. Stylus Publishing, LLC.

Ferraro, G. P., & Briody, E. K.. (2017). *The cultural dimension of global business*. Taylor & Francis

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation:

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation:

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

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 at 613-520-6608 or pmc@carleton.ca for a formal evaluation. 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*).

Survivors of Sexual Violence:

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities:

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible

after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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).

Submission and Return of Term Work:

Papers must be submitted directly to the instructor via BrightSpace.

Grading:

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. 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 the course instructor be via official Carleton university e-mail accounts and/or BrightSpace. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and BrightSpace account.