COURSE CALENDAR DESCRIPTION

Developing an effective e-Portfolio for engineering co-op students as a tool for professional development and job finding. Learning from, and adapting to, the transition from university to the workplace. Offered online. Estimated time in required learning activities: 3 hours per week. Prerequisites: Enrolment in the Lassonde Co-op Option, requiring a GPA of 5.0 and completion of: Engineering: 60 credits of core engineering courses, of which at least 30 credits must be at the 2000-level and include LE/ENG 1101 4.00, LE/ENG 1102 4.00, and LE/ENG 2001 3.00. Earth Science, Atmospheric Science: Completion of 60 credits including all core 1000 and 2000 level courses required for the relevant Honours stream. To qualify, the student must have attended all mandatory preparatory sessions required by the Engineering Co-op Stream. This course must be taken during the student's first work-term. Co-requisites: LE/COOP 2109 0.0 Lassonde Co-op Work-term.

INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghalayini, Maher</td>
<td>Sec. M / ONLN / W</td>
<td><a href="mailto:mghalay@yorku.ca">mghalay@yorku.ca</a></td>
<td></td>
</tr>
</tbody>
</table>

TOPICS AND CONCEPTS

**Week 01: Intro to LP Orientation, e-Portfolios, Reflective Practice**
Explore purposes, values and expectations of the Learning Portfolios. Describe the benefits of portfolio learning.
Distinguish between various elements of portfolio learning such as reflection and artifact. Describe purposes of the COOP 2100 course.

**Week 02: What is My Communication Style?**
Describe the characteristics of the different communication styles? Apply critical thinking and reflection to articulate and question assumptions, beliefs, attitudes, and values about a situation or experience. Explore frameworks for reflection.

**Week 03: Goal Setting Personal and Professional**
What is my growth and development plan? Appreciate the importance of personal growth beyond academic performance. Develop undergraduate competencies in order to enhance your personal impact and potential. Explore and prioritize undergraduate competencies to your personal development plan. Create personal development goals tied to undergraduate competencies.

**Week 04: Why Me?**
Undergraduate Competencies and Personal Goal setting. What is your Pixar Pitch/Personal Branding. Social Media- Google+, SEO Optimization, Twitter, LinkedIn, and Your social media online presence.

**Week 05: Critical Thinking and Reflection.**
Describe the characteristics of critical thinking and reflection. Re-Apply critical thinking and reflection to articulate and question assumptions, beliefs, attitudes, and values about a situation or experience. Apply the
principles of effective reflection to a personal reflection and curate an artifact using a form in Moodle. Discuss how your values, attitudes, and beliefs have molded your work ethic and behavior. Discuss your preferred work environment.

**Week 06: How does the e-Portfolio tool support my York U learning journey?**
Explore the e-Portfolio tool and interface using Wordpress or other preferred tool. Describe what is an artifact, reflection, tagging, and collection within the e-Portfolio tool. Develop collections and add items to collections. Tag items with appropriate undergraduate competencies

**Week 07: Emotional Intelligence**
Describe the four dimensions of Emotional Intelligence (EQ). Examine the different preferences exhibited by people within each of the four dimensions. Verify individual dimensions of your EQ.

**Week 08: Sustainability, Ethics and Personal Values**
Explain what sustainability is all about. Discuss how organizations create and maintain sustainable products and structures. Understand how your values help in making ethical decisions

**Week 09 - 11: e-Portfolio Completion**
Completion of e-Portfolio. Goals, reflections, critiques, and clearly highlighting the purpose of your e-portfolio. Follow the guidelines in the manual.

**Week 12: Final e-Portfolio Evaluations**
Peer e-Portfolio Evaluations.

**LIST OF LEARNING OUTCOMES AND EXAMPLES OF**

During the first co-op work term, students will enroll in COOP 2100, which will start the process of creating the e-Portfolio. By responding to a series of targeted topics, students will be encouraged to develop for themselves a thoughtful record of their transition from university to the workplace, considering for example:

- The application of their studies to solving practical problems;
- Setting personal learning objectives;
- Contributing positively in a professional environment;
- Presenting well-reasoned arguments;
- Working with team members and clients.

**Learning Outcomes**

- Create an effective e-Portfolio
- Establish personal and professional goals
- Develop lifelong learning habits to attain these goals
- Develop and communicate well thought out technical arguments
- Contribute effectively in team activities
- Articulate the importance of equity, ethics and professional behaviour in the workplace

**GRADED ASSESSMENT**

**Course Evaluations**

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>About Me Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>SMART Personal Development Goals</td>
<td>10%</td>
</tr>
<tr>
<td>E-Portfolio Assignment</td>
<td>50%</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Applications of engineering knowledge and sciences will be encouraged through discussion of problems and case studies during tutorials as well as assignments. In addition, student-to-instructor communications will be fostered through emails, online forum, and scheduled office hours.

ADDITIONAL INFORMATION

Total scheduled contact hours: 24 hr Online Learning using Moodle. COOP 2100 contains approximately 26 Accreditation Units (AU’s) as calculated by a K-factor of approximately 13 and a course credit weighing of 2.0. All these AU’s are in the Complementary Studies Category.

On-line activities:
During online week classes, students will participate in online discussions. Discussions provide students an opportunity to further explore the readings and provides students with an opportunity to interact with and to learn from their peers. This interaction is critical to student learning.

Each online weekly session, you will be expected to:

1. Complete all assigned readings.
2. Complete all lecture materials for the week.
3. Participate in the Discussion Board.
4. Complete and submit all assignments by the due dates.
5. Each online class, each student will post their response to the questions by Friday of the week, and post responses to two other students’ postings by Sunday of the same week.

ACADEMIC INTEGRITY LINKS

• Senate Policy on Academic Honesty - http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/
• Academic Integrity - http://lassonde.yorku.ca/academic-integrity

STUDENT LINKS

• Student Rights and Responsibilities - http://oscr.students.uit.yorku.ca/student-conduct
• Religious Observance - https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs
• Academic Accommodation for Students with Disabilities - http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/
• Counselling and Disability Services - http://cds.info.yorku.ca/

Many courses utilize Moodle, York University's course website system. If your course is using Moodle, click here to access it.
Moodle @ York University