EXPANDED COURSE DESCRIPTION

COOPERATIVE EDUCATION

Lassonde School of Engineering
Lassonde School of Engineering

LE / COOP 2100 2.0 SECTION A
PROFESSIONAL DEVELOPMENT FOR CO-OP
SUMMER 2019

Last Modified Date: 03/25/2019

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)

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<th>Name</th>
<th>Section / Format / Term</th>
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ADDITIONAL INFORMATION

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 and understand the best practices of professionalism in the work place.
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 WORK COMPLETED
During the first co-op work term, students are enrolled 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

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
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, and scheduled office hours.

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 weighting of 2.0. All these AU’s are in the Complementary Studies Category.

**On-line activities:**
Each online weekly session, you will be expected to:

- Complete all assigned
- Complete all lecture materials for the
- Complete and submit all assignments by the due

**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/
- York University Racism Policy and Procedures -
  http://secretariat-policies.info.yorku.ca/policies/racism-policy-and-procedures/
- York University’s Policies on Sexual Violence -
  http://secretariat-policies.info.yorku.ca/policies/sexual-violence-policy-on/
- York University’s Policies on Gender/LGBTQ*/Positive Space - http://rights.info.yorku.ca/lgbtq/

**LAND ACKNOWLEDGEMENT**
- We acknowledge our presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the New Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.
- The Indigenous Framework for York University: A Guide to Action can be found here:
  http://indigenous.info.yorku.ca/
- Meaning of a land acknowledgement: http://healthydebate.ca/opinions/indigenous-land-acknowledgements

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

Moodle @ York University