

# ENV440H Professional Experience Course

## 2011 Course Outline

**Course Instructor:** Dave Sider  
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Office hours: Thursdays 5-6 PM on class meeting days; or by appointment (e-mail Dave)

**Placement Coordinator:** David Powell  
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Fax: 416-978-3884  
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Office Hours: By appointment (e-mail David)

**Course Classroom:** AB 107 (Astronomy & Astrophysics on second floor)

**Course Meeting Times:** Listed on page 2 – *Note that there are different meeting dates and class participation expectations after our initial class meeting, for students doing summer versus students doing fall work placements.*

**Blackboard web site:** Available at <http://portal.utoronto.ca>

### INTRODUCTION

Welcome to ENV440H, the Centre for Environment's professional experience course. The course allows you to gain practical experience in a professional milieu by placing you in an environmental organization or agency off-campus. The academic component of the course provides you with the **opportunity to reflect** on and **analyze** your practical experience from a broader perspective. This will enable you to utilize this knowledge to direct your future career and/or studies from a position of greater awareness of yourself and the environmental field.

The purpose and design of this course is unique within the University of Toronto. It reflects the commitment of the Centre for Environment to make university education relevant to student needs by linking our teaching to activities outside the university and to help prepare our students for life beyond the Centre.

### COURSE OBJECTIVES

There are **two broad course objectives**:

- 1) to provide students with an opportunity to gain work experience and develop work-related skills in a professional setting and capacity; and,
- 2) to encourage students to interpret and analyze their work experience by using and developing their academic skills.

Employers have always looked for graduates that already have basic practical skills, such as good writing and presentation abilities, project planning time management and computer literacy, and the capacity to

work in and - where necessary - lead groups. These skills form the bedrock of any professional experience course. Increasingly, however, employers are demanding that their recruits have flexible, inquiring analytical minds that will help them take initiative in defining problems and finding solutions in a rapidly changing organizational environment. The **academic aspect of the course** is meant to engender this by encouraging you to adopt a questioning attitude to your work project and host organization.

In all occupational settings, a successful career depends on your being able to define your own goals and assess critically whether an organization is helping you to achieve them. Thus, this course challenges you to think about what you want to get out of a placement and the assignments encourage you to reflect on whether or not you are achieving those objectives. Throughout the course, we ask you to take a broad perspective on your project(s) and the organization in which you are working.

### **CLASS MEETINGS FOR STUDENTS WHO DID A SUMMER WORK PLACEMENT**

The class will meet four times during the course of the fall term.

#### **1) September 15, 6 (sharp) – 9 pm**

Discuss roles and responsibilities, go over course outline, work placement logistics, assignments and guidelines, discuss the first academic assignment (**Making a Difference – Initial Submission, due October 24<sup>th</sup>**). **Brief student presentations (1 minute) describing work placements (see specific requirements under Participation below).**

#### **2) October 6, 6 - 8:30 pm**

**Detailed** discussion of Making a Difference - Initial Submission assignment (**due October 24<sup>th</sup>**). Students should come with their initial ideas for the Initial Submission assignment. **Brief student presentations (see specific requirements under Participation below).**

#### **3) November 3, 6 - 8:30 pm**

First academic assignment will have been returned – the course instructor will provide general feedback. Detailed discussion of the Making a Difference – Final Submission assignment (the second academic assignment) (**due December 9<sup>th</sup>**), Work Placement Evaluation assignment (**due December 16<sup>th</sup>**), and any other issues related to the course. **Brief student presentations (see specific requirements under Participation below).**

#### **4) November 24, 6 - 8:30 pm**

Final discussion of Making a Difference - Final Submission, and Work Placement Evaluation assignments. **Brief student presentations (see specific requirements under Participation below).**

### **CLASS MEETINGS FOR STUDENTS WHO ARE DOING A FALL WORK PLACEMENT**

The class will meet four times during the course of the fall term.

#### **1) September 15, 6 (sharp) – 9 pm**

Discuss roles and responsibilities, go over course outline, work placement logistics, assignments and guidelines, discuss the first academic assignment (**Making a Difference – Initial Submission, due October 24<sup>th</sup>**). **Brief student presentations (1 minute) describing work placements (see specific requirements under Participation below).**

#### **2) October 13, 6 – 8:30 pm**

**Detailed** discussion of Making a Difference - Initial Submission assignment (**due October 24<sup>th</sup>**). Students should come with their initial ideas for the focus of the Initial Submission assignment. **Brief student presentations (see specific requirements under Participation below).**

### 3) November 10, 6 – 8:30 pm

First academic assignment will have been returned – the course instructor will provide general feedback. Detailed discussion of the Making a Difference – Final Submission assignment (the second academic assignment) (**due December 9<sup>th</sup>**), Work Placement Evaluation assignment (**due December 16<sup>th</sup>**), workplace issues and concerns, and any other issues related to the course. **Brief student presentations (see specific requirements under Participation below).**

### 4) December 1, 6 – 8:30 pm

Final discussion of Making a Difference - Final Submission, and Work Placement Evaluation assignments. **Brief student presentations (see specific requirements under Participation below).**

## Communication with Course Instructor and Placement Coordinator

Beside our in-class meetings, you are encouraged to **communicate individually** with the course instructor and placement coordinator, either in-person or by e-mail. The placement coordinator can also be reached by phone. This individual communication will allow the coordinators to help guide and assess your progress in terms of the two main objectives of the course.

### Electronic Communications

Because most of your time will be spent in the workplace, personal contact with the course instructor and placement coordinator will be limited. Thus, we will use electronic communications as a means of keeping in touch. The course web page will be used for posting the course outline and other documents related to the course. Any changes to the course design or due dates that we decide upon during class meetings will be reflected in announcements or other material posted on the web. **You will use e-mail in order to submit all assignments in the course.** We will provide comments electronically for each assignment and return to you via e-mail. You may also use e-mail to let us know about any concerns you have with the course or in your workplace. The course instructor and placement coordinator will use e-mail to remind you of upcoming classes and deadlines. **Therefore, it is essential that you regularly check your utoronto e-mail.**

## Course Time Commitment

The design of this course assumes that you will **commit an estimated 143 hours** over the course of the fall term (or summer/fall for summer work placement students). This number is based on the Faculty's workload guideline and assumes that a five-course workload would be equivalent to a full-time job of 40 hours per week over the 33 weeks in the school year, including the December holiday break. However, this number is higher because the 143 hours includes 100 hours for your work placement (the equivalent of 12.5 eight-hour days of work during either the summer or fall), 33 hours for academic assignments, and 10 hours in classroom time. Because you cannot "cut corners" on the amount of time you commit to this course, it is *likely that you will find it to be a demanding course that has a heavy workload*. Good time management is a vital skill that students must develop and is an important component in a successful career related to environmental studies.

## COURSE PERSONNEL

The course offers you three resource people:

1) The **Course Instructor** is responsible for the design of the academic component of the course and for helping students develop their academic skills. The instructor will facilitate the meetings of the class, meet with you individually, and mark the academic assignments. **You should direct your concerns and ideas associated with the course design to the instructor and go to him if you need help on the two academic assignments.** You are encouraged to meet with him during his office hour before class or to e-mail him to arrange another time to meet.

2) The **Placement Coordinator**, who is responsible for coordinating the work placements and for helping students achieve their placement-related objectives for the course. David Powell will meet with you and respond to your e-mails to help guide your progress on placement-related objectives. He will assist with marking the placement-related assignments. **You may talk to David Powell about any concerns associated with your placement, your workplace supervisor, or with the Placement Evaluation assignment.** He is available by phone between 9:30 am and 9 pm, Monday to Friday, or by e-mail. He is generally in his office at Earth Sciences from late morning until late afternoon.

3) Your **Workplace Supervisor** is responsible for helping to define and guide your workplace project, providing you with a working environment conducive to carrying out your workplace project, and allowing you time to ensure that your placement-related assignments for the course are completed. You may want to discuss problems associated with the workplace or work project with your Workplace Supervisor before bringing them to David Powell's attention.

### ENV 440H Assignments Fall 2011

Assignment	Mark	Length	Hours of Work	Date Due	Submit to/ Marked by
Making a Difference - Initial submission	25 %	6 pages maximum* (see description)	10 hours**	October 24, 2011	Dave Sider
Making a Difference - Final submission	45 %	12 pages maximum* (see description)	18 hours**	December 9, 2011	Dave Sider
Work Placement Evaluation (completed by student)	10%	An evaluation form is provided	5 hours	December 16, 2011	Dave Sider and David Powell
Supervisor Work Placement Evaluation (completed by supervisor)	5%	An evaluation form is provided	n/a	December 16, 2011	Dave Sider and David Powell
Participation	15 %	n/a	10 hours (in class)	Ongoing	Dave Sider and David Powell
Work Placement work	n/a	n/a	100 hours	n/a	n/a
Total	100 %		143 hours		

**\*Assignment lengths do not include bibliographies or appendices.**

**\*\*Note time spent on each of these two assignments may vary, but should total 28 hours.**

**The two Making a Difference assignments should be submitted electronically as e-mail attachments in Word format to the course instructor at: [david.sider@utoronto.ca](mailto:david.sider@utoronto.ca). The Work Placement Evaluation assignment should be submitted electronically to David Powell at [david.powell@utoronto.ca](mailto:david.powell@utoronto.ca).** For all assignments, marks and comments will be sent to you by e-mail.

Detailed marking criteria for each assignment are included with each assignment description below.

If you need an extension for an assignment, you must submit your request and get permission in writing from the course instructor or placement coordinator before the assignment is due.

Extensions for medical reasons must be supported with the appropriate form from a medical professional or a registrar's letter. If you hand in an assignment after the deadline without an extension, your assignment mark will be reduced by **three percent for each day the assignment is late, including weekends.**

All students are **REQUIRED** to retain a personal electronic copy of all work undertaken for this course as well as *all rough materials, references, sources, and working notes* until the marked original has been returned. **You are expected to follow the Code of Behaviour on Academic Matters for your assignments:** <http://www.artsandscience.utoronto.ca/ofr/calendar/rules.htm#behaviour>

## IN CASE OF DIFFICULTIES

If you encounter any persistent difficulties in your work placement, please do not delay in attending to them. First, attempt to solve the problem yourself, in discussion with your work supervisor and/or colleagues. **If this does not work, then contact David Powell immediately.** Our experience shows that problems that could be solved if addressed early tend to become much more difficult to solve if allowed to fester. Please do not hesitate to ask for help.

If you experience difficulties relating to the academic content of the course, or the course design, please contact the **course instructor**, or bring them up in one of the class meetings.

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### **Accessibility Needs:**

*The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible:*

*[disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility> .*

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## PLAGIARISM

Please note that according to the University's Code of Behaviour on Academic Matters, it is an offence for a student to:

1. "represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism."
2. "submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."
3. "submit for credit any academic work containing a purported statement of fact or reference to a source which has been concocted."

See "Code of Behaviour on Academic Matters" on the U. of T. Governing Council website at this address: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>. See also the handout "How Not to Plagiarize," Margaret Proctor, 2009, available online at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. Cases of suspected plagiarism will be addressed in accordance with the procedure established by the Code of Behaviour on Academic Matters.

## **COURSE ASSIGNMENT DESCRIPTIONS**

The assignments in this course are intended to provide you with the analytical framework needed to evaluate the impact of your efforts to effect change within the environmental movement and the professional skills and tools to make your efforts productive, beginning with your 440 placement and hopefully carrying on into your career.

### **A. “MAKING A DIFFERENCE” ASSIGNMENTS: PUTTING YOUR PLACEMENT EXPERIENCE IN A BROADER PERSPECTIVE**

A key aspect of this assignment is to consider how the internal environment in which you are situated relates to, responds to, and is impacted by the external environment in which it functions. When we refer to the “internal environment,” we mean the organizational environment you are working in, which includes various defining features such as its mission, philosophical approach, structure, activities, staffing, leadership, and work culture. When we refer to the “external environment”, we mean the larger social, political, economic, technological, natural and other factors that potentially affect the organization and sector in which you are working.

The purpose of the Making a Difference assignments is to answer the following two research questions: (1) Which internal and external factors influence the role and effectiveness of your placement organization, and how?, and (2) Is your placement organization optimally adapted to achieve its mission or goals, and why or why not? Your response to the first question will be instrumental to answering the second question. To respond well to both questions will require critical reflection. The development of this critical perspective is essential to your learning experience, and will help you complete the requirements of 440. Without it, you will simply be volunteering rather than gaining a richer understanding of the contribution that you and your host organization are making.

### **INITIAL SUBMISSION**

**Due:** October 24, 2011  
**Value:** 25% of final grade; late penalty 3% per day, including weekends  
**Expected length:** Maximum 6 pages double-spaced, excluding the annotated bibliography, which should be single-spaced  
**Submission:** Electronically as a Word attachment to: david.sider@utoronto.ca

The **objective** of this assignment is to help you prepare for your Final Submission paper by thinking about your placement experience (individual tasks you are engaged in or the organization’s activities broadly) within the larger context in which it takes place. As this assignment is intended to be the first step towards fulfilling your final paper, the assignment is a great opportunity for you to receive substantive feedback from the instructor on your understanding and assessment of your placement experience. Besides the requirements below, you should review the Final Submission instructions before starting the assignment.

**The initial submission has 5 required components:**

- ***Brief introduction to your organization/placement and its activities*** (1-2 pages double-spaced):
  - In this section you should emphasize the following:
    - What is the sector (private, government, NGO/not-for-profit) in which you’re working?
    - What environmental issue(s)/problem(s) does your organization seek to address or how is your organization engaged in environmental issues?
    - What gap(s) is your organization seeking to address?
    - What is your organization’s structure and what is the internal work culture of your organization (internal environment)? How do these relate to the activities of the organization?
    - How does your organization fund/support its activities?

- What is the nature of your placement activities? How do these relate to your organization's goals and activities? (check on their mission and how they say that they are achieving it – do they have a strategic plan and annual reports on how they have met the goals in their plan?)
- If your organization has a mission or mission statement, it should be presented here.
- In this section, you should cite your sources.
- **Internal and external factors** (2-3 pages double-spaced):
  - In this section of your paper, you should: a) briefly explain the range of internal and external factors that impact on your placement organization; and b) identify which internal and external factors, specifically, you are likely to focus on in the Final Submission assignment and elaborate on why (or how) those factors have a significant impact on your placement organization (positive or negative). Given that internal and external environments are often complex, it is recommended that you limit the number of factors that will be the focus of your Final Submission (i.e., 3 internal factors and 3 external factors, at most).
  - In this section, you also need to cite your sources.
- **Methodology to be used** (1 page double-spaced):
 

In this section of your paper, you describe the various methods you intend to use to obtain information (data) about your placement organization and the external environment that will feed into the Final Submission. For each method discussed, be as specific as possible and identify what types of information you expect to obtain. If, at the time of writing, you have already utilized a number of methods, you can also report on your progress and what remains to be done. To write this section, you need to be aware of the instructions on Methodology in the Final Submission instructions.
- **Draft outline of final paper.** (1 page double-spaced)
  - Outline should be as detailed as possible, but at minimum have headings and subheadings (see Final Submission assignment guidelines for suggested content)
  - You are encouraged to develop a thorough outline that explains, if possible, the intended focus of each section, as this will be beneficial for your final paper.
- **Annotated bibliography** (approximately 2 single-spaced pages) (NOT included in the 6-page total):
  - You must present an alphabetized list of **four** sources, of which two or more should be academic journal articles or books; the remaining sources can be non-academic sources such as websites, NGO reports or government documents
  - For each source you are to provide: 1) full bibliographic information; 2) a short summary of the source (one paragraph single-spaced); and 3) in a second single-spaced paragraph, explain how this source will be useful for your final paper, and critically assess its quality (strengths and weaknesses).

This assignment, in other words, is similar to a proposal, that is, a detailed plan about what you want to find out, why, and how. For the Initial Submission, you are not expected to have carried out all of your research or formed firm conclusions yet. In this assignment, you are encouraged to show the development of your thinking since beginning your placement, but any analysis made should be presented as preliminary. In other words, the Initial Submission paper is essentially about where you are headed in your research, not the finished product.

This assignment is worth 25% of your final grade. You will be **evaluated based on the following criteria**:

- how comprehensively you've addressed the stated requirements
- the quality of information provided
- the description of the methodology you've proposed and its degree of rigour
- the relevance and quality of the research you are proposing to conduct
- the quality of the analysis you propose
- organization and writing style
- the overall effectiveness of your assignment

## **ETHICS REVIEW**

A course-wide ethics review will be done for this assignment, but you will have to submit an informed consent document to anyone who you interview, or even with whom you have an informal conversation, in order to gather information for the assignment. This informed consent document will be provided to you.

## **FINAL SUBMISSION**

**Due:** December 9, 2011  
**Value:** 45% of final grade; late penalty 3% per day, including weekends  
**Expected length:** Maximum 12 pages double-spaced, excluding bibliography  
**Submission:** Electronically as a Word attachment to: david.sider@utoronto.ca

The objective of this assignment is to **critically evaluate** your placement experience (individual tasks you are engaged in or the organization's activities broadly) within the larger context. The paper you developed for the Initial Submission should be fully developed in this second assignment. Hence, the heart of the Final Submission assignment is an explanation of the key internal and external factors that influence your placement organization (which you identified in the Initial Submission) and analysis of the role and effectiveness of your placement organization in light of those factors. **The analytical component of this paper is paramount**, and you need to develop a well-supported argument and provide sound evidence for your ideas about how your placement organization reflects the internal and external environments in which it operates and whether it is optimally adapted to achieve its mission or goals.

## **METHODOLOGY**

It is expected that you will **use academically rigorous methods to obtain** information about your placement organization and the external environment. Your own observations/experience/opinion alone will not be sufficient to successfully complete the assignment. It is expected that you will **use all of the following research methods and sources, at a minimum**, to inform your Final Submission paper:

- Academic literature search (3 to 4 sources)
- Review of documents, reports and website material from your placement organization, including any internal and/or external evaluations already conducted by your organization (if possible)
- Review of relevant, publicly available material from other organizations and government sources
- Your personal experience and observations. This may include your personal experience and observations from working/volunteering at another organization or organizations, where this is directly relevant to your assignment.

While not required, you can also consider other methods for obtaining information, such as interviews. Collectively, the different methods you utilize should provide rich data for the assignment.

While also not required, you may wish to consider using indicators in the discussion of your external factors. Indicators, in a nutshell, are quantitative measures of key dimensions of the external environment. An example is: (1) external factor - financial support for the organization's activities; (2) indicator of that influence – number of relevant government programs that provide funding, or amount of government funding available. If you decide to include indicators in your analysis, you should discuss this in the methodology section of your paper.

IT IS **ESSENTIAL** THAT YOU GROUND YOUR WORK IN THE ACADEMIC LITERATURE TO INFORM YOUR DISCUSSION AND ANALYSIS, AS WELL AS TO PROVIDE A BROAD CONTEXT.

### **Expected paper contents:**

It is strongly recommended that you think about your final paper while working on your initial submission. The requirements for the initial submission should help you in doing this, but you will certainly need to

start working on your final by early November, in order to develop a coherent, substantive and well-organized final paper.

Your Final Submission paper should be structured similar to a research paper. The difference will be that you are using your experience with an organization as a launching pad for the paper, rather than academic literature. Like any research paper, you will need to have an **introduction** that clearly lays out your purpose, rationale, and the organization of your work. Hence, in the **introduction**, be sure to clearly identify the scope of your work and provide your research questions or a statement of purpose.

Your **methodology** for the paper should also be explained in the introduction or as a separate section following the introduction. The discussion of methodology should describe the different methods used to obtain your data. You should also discuss any limitations to your methods or sources used, as well as any problems encountered (e.g., not being able to access certain key documents from your placement organization).

Your paper must use **headings and sub-headings** to organize your ideas and discussion. Your paper must use citations in the text, and all assertions should be clearly supported by evidence from the literature, other sources used, or your own personal observations. Your goal for this paper should be **zero grammatical and spelling errors**. Your work should be **clear and concise**, with sentences that are **free of jargon and well structured**.

This assignment is worth 45% of your final grade. You will be **evaluated based on the following criteria**:

- how comprehensively you've addressed the stated requirements
- the quality of information provided
- the relevance and quality of the research you've conducted
- the quality of the analysis you have conducted
- organization and writing style
- creativity and innovation
- the overall effectiveness of your assignment

## **B. WORK PLACEMENT EVALUATION**

**Due Date: December 16, 2011**

**Suggested Length: 500 words (involves filling out an evaluation form that you will be sent and which will be posted as a course document on the course website)**

**Percent of Course Mark: 10%**

**Expected time commitment: 5 hours**

**Submit to: Placement Coordinator David Powell by e-mail**

The purpose of the Work Placement Evaluation assignment is for you to **reflect upon the work placement experience itself** – how well you planned and managed your time, how well you succeeded in meeting learning objectives and work placement performance objectives specific to the work that you did in your placement, and what the work experience itself was like.

**The Work Placement Evaluation will be sent to you electronically, and will also be posted on the course website. (Note: all of the assignment guidance is included in the evaluation form, and must be followed)**

### **Marking Criteria for the Work Placement Evaluation**

**Writing Style:** The reader is able to understand the information presented. Your writing is free of ambiguity, spelling and grammatical errors. (20%)

**Organization and Structure:** Not applicable for this assignment as you will be filling out a form.

**Information and Analysis:** Information is presented in specific and exact terms. Your reflection integrates evidence from your work placement experience, identifies themes or patterns, and draws meaningful conclusions based on your evidence. **Your assignment demonstrates thoughtfulness and thoroughness.** (80%)

### **C. PARTICIPATION**

**Percent of Course Mark: 15%**

While most of your time will be devoted to your work placement, the class meetings are an important part of the course and an excellent way for you to share your placement experiences with the class and to find out about the work placements of other students. The classes will be used also to cover logistical matters related to your placements and to discuss the course assignments in detail. The participation component of the course is based on attendance in class, general participation in class discussions, and short, informal presentations by each student in class. General participation in class refers to contributing your comments, views and ideas in response to other students or the instructors. For the student presentations, it is strongly recommended that you prepare in advance (e.g., make written notes or bullet points) to make the most of your allotted time and to ensure that you stay within the time limit. Following each presentation, we will take a few minutes for questions or comments from other students or the instructors. See the schedule below for the specific requirements for student presentations.

The participation mark is based on being present in class. In the event of sickness or other extenuating circumstances that prevent you from attending, you are asked to e-mail Dave Sider prior to class, if possible. Students who are able to provide a U of T medical certificate or other suitable documentation explaining their absence from class will not lose participation marks for classes missed. If you are not able to attend class, you are still encouraged to e-mail your presentation notes to Dave Sider within a reasonable time (i.e., the next week) and he will respond with comments and feedback. Please note, however, that e-mailing your presentation is not a substitute for attending class and does not count towards your participation mark, except in cases of documented sickness or other extenuating situations.

### **SPECIFIC REQUIREMENTS FOR STUDENTS DOING A SUMMER WORK PLACEMENT:**

**Sep 15 class:** Each student will make a brief **1-minute** presentation focusing on:

- i) An introduction to his/her placement organization
- ii) The nature of his/her activities undertaken during the work placement
- iii) Any problems that may have arisen and how these were addressed

#### **Oct 6 class:**

Each student will make a **1.5-minute presentation** outlining:

- i) His/her initial ideas for the Making a Difference assignment, including choice of internal and external factors to consider
- ii) Preliminary reflections, analysis or theoretical lessons learned through his/her placement experience that relate to the Making a Difference assignment

#### **Nov 3 class:**

Each student will make a **1.5-minute presentation** devoted to:

- i) Further reflections, analysis or theoretical lessons learned with respect to the Making a Difference assignment

#### **Nov 24 class:**

Each student will make a **1.5-minute presentation** emphasizing:

- i) Final reflections, analysis or theoretical lessons learned regarding the Making a Difference assignment

## **SPECIFIC REQUIREMENTS FOR STUDENTS DOING A FALL WORK PLACEMENT:**

**Sep 15 class:** Each student will make a brief **1-minute presentation** focusing on:

- i) An introduction to his/her placement organization
- ii) The nature of his/her current/anticipated work in the work placement
- iii) What he/she hopes to get out of the work placement experience

**Oct 13 class:** Each student will make a **1-minute presentation** covering:

- i) An update on his/her current/anticipated work in the work placement
- ii) Any problems that may have arisen and how these were/are being addressed

At this meeting, each student will also make a **1-minute presentation** on:

- iii) His/her initial ideas for the Making a Difference assignment, including choice of internal and external factors to consider

**Nov 10 class:** Each student will make a **1-minute presentation** outlining:

- i) An update on his/her current/anticipated work in the work placement
- ii) Any problems that may have arisen and how these were/are being addressed

At this meeting, each student will also make a **1-minute presentation** devoted to:

- iii) Preliminary reflections, analysis or theoretical lessons learned through his/her placement experience that relate to the Making a Difference assignment

**Dec 1 class:**

Each student will make a **1-minute presentation** explaining:

- i) An update on his/her current/anticipated activities in the work placement
- ii) Any problems that may have arisen and how these were/are being addressed

At this meeting, each student will also make a **1-minute presentation** emphasizing:

- iii) Further reflection, analysis or theoretical lessons learned with respect to the Making a Difference assignment

***You need to be disciplined in sticking to the time allocated for these presentations,*** to allow for other students to comment and to permit those at the end to have as much time as those at the beginning. ***Marks will be deducted for those taking too long.***

**It is essential for the third and fourth classes, in the context of your Making a Difference Assignments, that each of you focus on the analytical/theoretical lessons from your placements, rather than just provide anecdotal remarks,** though these are interesting and entertaining. For example, are you learning about what strategies are more or less successful at your organization, and do these contrast with what works at other kinds of organizations (the latter might be raised in a comment by another class member)? Are certain kinds of leadership, collaboration and/or outreach particularly effective? Do you see unexploited opportunities for your organization, or areas of weakness that they could strengthen? How do their goals and mission fit in with the current priorities of the other groups students are working with (a possibility for comments from other class members)? Of course you won't have time to report on all of these issues; just choose ones which are most pertinent and striking based on your experience.

### **WORK PLAN SUPPLEMENTAL EXERCISE**

To assist you in managing your work placement responsibilities and to get the most out of the work placement experience, you may want to take some time to undertake an optional exercise in developing a Work Placement Plan, which involves a detailed breakdown of how you will carry out your work. This exercise is derived from an assignment that was required when ENV 440H was a full course. For detailed information on this exercise, see the file posted on the course website under Course Documents. While this exercise is optional and no marks are given, students are encouraged to take the time to complete it.