

LIBERAL EDUCATION 3850 EARLY CAREER SUCCESS: HUMANITIES & SOCIAL SCIENCES

The University of Lethbridge sits in the heart of traditional Siksikaitapii (Sik-si-gay-ts-i-da-bee) territory that encompasses land from the Saskatchewan River in the north to the Yellowstone River in the south, east to the Sand Hills and west to the Rocky Mountains. The University of Lethbridge acknowledges, recognizes, and deeply appreciates the Siksikaitapii people's connection to the land, Kitaowahhsinnoon (Gee-toch-si-noon)- What Feeds Us. We acknowledge that we, as people living and benefiting on and from these lands, must respect the laws, protocols, and traditional knowledge of those who have cared for this land since time immemorial. It is our duty to continue learning how to honour this responsibility and relationship. We also recognize the diverse population of Indigenous people who attend the University of Lethbridge and the contributions that Indigenous people make in shaping and strengthening this community, past, present, and future.

INSTRUCTOR:

Brendan Cummins brendan.cummins@uleth.ca 403-332-5281

Office Hours: A812H and on Zoom (link on Moodle)
Tuesday and Thursday 12:00-2:00 pm, Wednesday 1:00-3:00

CLASSROOM COVID POLICY

The University of Lethbridge has instituted a mandatory mask policy in all indoor spaces where social distancing is not possible or feasible and mandatory rapid testing for those who have not been fully vaccinated, choose to not be vaccinated, or choose to not share their vaccination status. Individuals with legitimate medical or other protected reasons for not being vaccinated or tested can request accommodation. For up-to-date information on where you can receive a COVID vaccine, where to be tested, and all campus COVID related information please refer to the emails from the Return to Campus group, <https://www.ulethbridge.ca/covid-19>, or <https://www.alberta.ca/coronavirus-info-for-albertans.aspx>.

It has been an extraordinary year and a half. We have worked hard to get to where we can share space and interact again in the real world. The measures implemented by the University of Lethbridge are not difficult to follow. When we cannot distance in the classroom, when we do group work, when we enter and exit the classroom, **please wear a mask**. It's not a lot to ask for relatively small moments of your life.

If you are uncertain about receiving a vaccine and want to talk with me about that, I would be happy to have that conversation. I can also tell you about how I made my decision to be vaccinated if it would be beneficial to you to hear it.

Be kind. I'll be happy to discuss and address your concerns *outside of class time*. But I ask that you put aside any disagreement with these policies or how these policies are being enforced during the time we spend together in the classroom; you, me, and your colleagues. It's a small thing to ask to ensure a safe and welcoming learning environment.

COURSE SCHEDULE AND FORMAT

There will be a mixture of lectures, guest speakers and panels, and groups activities. **There will be Zoom options for those who may have to isolate or are otherwise unable to attend.**

Thursday 6:00 pm-8:50 B660

OVERVIEW

For many students the transition from university life to the “real world” can be intimidating and challenging. Programs and majors in the social science, humanities, and fine arts often do not have clearly defined career paths which adds to the pressure. At its core, this course is meant to help students identify and apply the abilities they have acquired in their degree to the world beyond the institution, easing that transition and perhaps helping to ask the question “What now?” Material and topics for this course were developed from in-depth research and interviews with U of L alumni and their broad networks. The interviews and research were gathered and edited by Seanna Uglem for the School of Liberal Education, Dean Dr. Shelly Wismath, and Arts & Science Associate Dean Dr. Janay Nugent,

COURSE READING MATERIALS

There is no required text for this class, but there are recommended readings posted on Moodle. Please ensure you are familiar with the material to actively engage in the conversations and activities .

LIBERAL EDUCATION AT THE U OF L

The foundational philosophy of the U of L is based on Liberal Education; an education that “liberates” the mind from assumptions, dogma, stereotypes, and artificial boundaries. Our four-pillar model starts with breadth across disciplines, so that students are exposed to multiple ways of viewing and analyzing the world around them. Next, we aim for connection and integration of ideas and approaches across disciplines. Like all disciplines, we develop critical thinking skills, how to ask good questions, unpack assumptions, collect data and evidence, reason carefully, and formulate and communicate conclusions and decisions. Lastly, all of this is intended to produce good citizens; people who can actively engage in their communities, at all levels from the local to the global, and work to make the world better. More information on this model, and lots of additional resources, are available on the U of L School of Liberal Education website, at uleth.ca/liberal-education.

LETTER GRADE CUTOFFS:

A+ 95-100	B+ 79-84.9	C+ 67-69.9	D+ 56-59.9
A 90-94.9	B 74-78.9	C 63-66.9	D 50-55.9
A- 85-89.9	B- 70-73.9	C- 60-62.9	F Below 50

MOODLE GRADE POSTING POLICY

Your grade for each graded component of the course will be posted on Moodle as soon as possible. The grade on Moodle reflects your work in the course but will not be your final grade. The instructor, at their discretion, may adjust the Moodle grade before submitting a final grade.

PLAGIARISM

Plagiarism, representing the words or ideas of someone else as your own, is a serious academic offence.

If you are found to have plagiarized or cheated in any way on an assignment in this course, you will earn an automatic 0% on that assignment. If you plagiarize or cheat again you will receive an F in the course. A letter will be sent to the Dean of Arts and Science that will be included in your file in the Office of the Registrar. Further disciplinary action may also be taken.

It is your responsibility to familiarize yourself with these academic responsibilities and regulations. Read the University Calendar *Student Discipline Policy*. (pp. 62-63, 2021-2022 Calendar) for this and other academic disciplinary issues (cheating, duplication, confidentiality, and misrepresentation). The full policy is also available here:

<https://www.uleth.ca/policy/resources/student-discipline-policy-academic-offences-undergraduate-students>

For more information on plagiarism and citation methods see the University Library website

Every effort will be made to adhere to the contents of this outline, however there may be changes in scheduling, assignment structure, and/or reading material. Students will be given ample notice of any changes to this outline.

EVALUATION

All assignments are to be submitted through the Moodle assignment drop boxes. Written assignments should be double-spaced, with no extra spaces between paragraphs, using standard 1" (2.5 cm) margins and a standard 12 pt. font. All written submissions must be in either PDF or Word documents.

PORTFOLIO	30%
REFLECTIVE JOURNALS	30%
FINAL PROJECT	40%

ASSIGNMENT INSTRUCTIONS**PORTFOLIO**

The portfolio is a collection of documents that help chart and demonstrate your learning. The grade for this will be a collaboration between student and instructor. At the end of the semester, you will write one or two short paragraphs, indicating what you think your portfolio grade should be and why. You should take notes and track everything we do from job interviews to resume building to research to group activities. These will be included in your portfolio and are the evidence to support your personal assessment. You may be asked to meet to discuss your reasoning. The instructor has the final decision on the grade, it may go up or down from your assessment, but you will be provided with the reasons. There will be more details as the course progresses and there are some specific things to include.

Resume and CV

These will be workshopped with the instructor and your colleagues. All the iterations of the resume and CV will be included to assess improvements and progress.

Job interviews

There are different skills and approaches to being the interviewer and interviewee and you will work on skills for both. Twice in the semester you will be interviewed for one of a selection of positions. These will be evaluated by your instructor and one or more person, to be determined. Towards the end of the semester, you will conduct interviews with your colleagues to assess their suitability for a position linked to your final project.

Group Activities

Part of the modern workplace is the ability to work in groups. Throughout the course, you will be given a real-world problem to consider and work on. The instructor will assign groups and you will be expected to develop a possible solution of course of action for the problem. You will have a week to turn in the solution or course of action, meaning you will most likely require some work outside of class.

Final Project Development

The final project is not something that can feasibly be done in a day or two at the end of the semester. It should incorporate concepts from various parts of the course as well as some intensive and thoughtful research that tracks your planning, research, and development.

REFLECTIVE JOURNALS**Due Oct. 6, Nov. 4, Dec. 2**

You will engage with lectures and presentations, take part in group activities, and work on research related to career progress and success. Reflect on these activities, but not just in what we do in class. You will be expected to consider how our work reflects or integrates into the working or career world. Notes on your research for the final project should also be included. These journals should be included as part of your portfolio. Journal entries will be submitted three times over the semester for feedback.

FINAL PROJECT

This project will have three parts, a research essay or presentation, a speculative team building portion, and a portfolio with your final resume, CV, and a cover letter.

Over the semester, you will think about and research the kind of position you would like. Is there a company you'd like to work for? Or a specific position that is offered in different places by different organizations? How do they differ across organizations? Is there a life-long career or a stepping-stone? Do you want to work in non-profit, private, or public sector? For this project you investigate these questions and more to build an idea of what sort of position, or positions, you are looking to for. Your essay or presentation will include why this position interest you and how your skills fit. You will also do research about the organizations, companies, or other entities that this position is for, explaining their culture, impact, history, and so on.

As you develop this idea, you will also develop what sort of team you'd like to work with in your position or career. What sort of people do you want to work with? Are there specific skill sets you'd look for? Can you define an ideal workplace? As part of the interviewing assessments through the course, you will interview your colleagues to be a member of your team, make decisions about their suitability, and describe why they do or do not fit into your team.

Finally, over the semester you will work on your resume and CV as well as cover letter writing. Submit a folder with your final resume, CV, and cover letter applying for the job you described in your research.

There are a lot of things that could go into this project and several ways to present it. We will discuss it at length throughout the course to give you time to change your mind and work on it as the weeks progress. This is not something that can be done in the last week of classes, so plan and think about it accordingly.

TENTATIVE COURSE SCHEDULE

Week 1-Sept. 9

Introduction-What do I want to be when I grow up?
Job Search

Week 2-Sept. 16

CLASS CANCELLED

Week 3-Sept. 23

Skills? What skills?
Resumes and cover letters

Week 4-Sept. 30

No Classes-National Day for Truth and Reconciliation

Week 5-Oct. 6

Interview Skills and Types
Interview #1
Journal #1 due

Week 6-Oct. 14

Working with a Team
Writing for work
Group scenario #1

Week 7-Oct. 21

Finances and Budgets
Interview #2-Guest Interviewers

Week 8-Oct. 28

Cultural intelligence and the global workplace
Equity, diversity, and inclusion in the workplace
Group scenario #2

Week 9-Nov. 4

Social Media, Branding and Corporate Identity
Journal #2 due
Group scenario #3

Nov. 8-12 Fall Break No Classes

Week 10-Nov. 18

Interview #3-Interviewing for your team

Week 11-Nov. 25

You got the job, now what? Unions, contracts, and orientation
Portfolio, Final Project Workshop

Week 12-Dec. 2

Wrap Up
Portfolio Due.
Journal #3 due

Final Project due Dec. 8-9