

**Commerce 3GR0
DeGroot Student Experience and Development III – Winter 2024
Course Outline**

**DeGroot School of Business
McMaster University**

INSTRUCTOR AND CONTACT INFORMATION

Section C01

Mon 8:30 – 10:20 am

Virtual Lecture: Mon 8:30 – 9:50 am

Office Hours: Mon 9:50 – 10:20 am

<p>Dr. Karleen Dudeck Instructor dudeckkj@mcmaster.ca Office Hours: After lectures, 9:50 – 10:20 am (Zoom)</p>	<p>Shelley Rottenberg Instructional Assistant (IA) rottensm@mcmaster.ca Office Hours: by appointment</p>
<p>Class Location: See Avenue to Learn</p>	

Tutorials and Student Teaching Assistants (TAs)

<p>T01 – In-Person Wed 8:30 – 10:20 am Kathleen Chen chenk110@mcmaster.ca Nithusa Sinnadurai sinnadun@mcmaster.ca</p>	<p>T02 – In-Person Thu 4:30 – 6:20 pm Marcus Marchese marchm7@mcmaster.ca Nithusa Sinnadurai sinnadun@mcmaster.ca</p>	<p>T03 – In-Person Thu 2:30 – 4:20 pm Saffa Sajid sajidh1@mcmaster.ca Amanda Sugimura sugimura@mcmaster.ca</p>
<p>Tutorial Locations: See Avenue to Learn TA Office Hours: by appointment</p>		

Course website: <http://www.avenue.mcmaster.ca>

COURSE ELEMENTS

Credit Value:	0	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
A2L:	Yes	Ethics:	Yes	Numeracy:	No	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	No	Guest speaker(s):	Yes

COURSE INFORMATION

This course offers development tools and learning experiences that facilitate students' success during the Commerce program and beyond throughout their careers. This course provides students with the foundation to meaningfully engage communities and stakeholders of different types. This is a critical outlook and set of skills that are foundational for a successfully, well-rounded commerce graduate. Students will learn about McMaster's six principles of community engagement and how to apply them in developing and maintaining positive and productive engagement with community partners. Throughout the course, students will reflect on guest speakers and a curated set of resources. In doing so, they will integrate into their approach to leadership and the importance of empathic understanding and appreciating different lived experiences. Empathic leadership is increasingly sought by today's business leaders. Students will apply their knowledge of community engagement to address real community-based problems through a Community Impact Project (CIP).

IMPORTANT LINKS

- [Mosaic](#)
- [Avenue to Learn](#)
- [Student Accessibility Services - Accommodations](#)
- [McMaster University Library](#)

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Explore McMaster's six principles of community engagement by participating in an experiential learning opportunity.
2. Distinguish different ways of thinking and ideological approaches to business, community, and personal life.
3. Recognize one's own unconscious bias and the role it plays in perception and decision-making.
4. Increase awareness of one's own leader decision-making style through the lenses of ethical leadership and community/stakeholder awareness.
5. Articulate the professional skills developed through the Community Impact Project to leverage this experience for future career success.

COURSE LEARNING GOALS

This course builds on 2GR0 and continues to provide experiential activities for students to develop, enhance and apply foundational knowledge of highly sought skills in the workplace such as critical thinking, collaboration, communication, and self-management. Further, this course offers career development tools and learning experiences that facilitate students' success in the Business Program and their careers.

This course provides students with the foundation to engage in community-engaged, experiential learning at McMaster but more importantly will set students up to be able to work across boundaries and with different communities in their future careers. Students will learn about McMaster's six principles of community engagement and how to apply them in developing and maintaining positive and productive engagement with community partners. Students will then apply this knowledge on community engagement to a community-based experiential Community Impact Project (CIP).

REQUIRED MATERIALS AND TEXTS

Textbook and Study Materials

This is not a traditional "content" course, therefore, there is no required textbook for this course. The "content" for this course will be provided through virtual class lecture, in-person tutorials and online resources. Slides and other audio-visual materials used during the classes or tutorials will be posted on Avenue to Learn for review.

Digital Applications/Accounts

This course will make extensive use of technology. These tools are **free** for DeGroot and McMaster students.

1. **Avenue to Learn:** All course information, required materials, general announcements, and other resources students will need will be included in the course Avenue shell. To access your course, go to Avenue to Learn (<http://avenue.mcmaster.ca/>)
2. **Zoom:** Virtual classes will be held via Zoom Webinar. Links will be provided on Avenue to Learn.
3. **Pressbook:** Students will need to review the [Fundamentals of Community Engagement: A Sourcebook for Students](#) e-book that contains information related to McMaster's principles of community engagement.
4. **LibGuide:** To support the reflection on different ways of thinking, students have access to the [3GR0 - DeGroot Student Experience and Development III LibGuide](#) that includes curated resources.
5. **MS Teams:** Students will have access to the *Happenings at DeGroot* channel, which contains information of interest to 3rd-year BCom students.

6. **Top Hat:** This course will be using Top Hat (www.tophat.com) for class participation. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat course, please consult Top Hat's Getting Started Guide (<https://bit.ly/31TGMIw>).

Students will receive an email sent to their McMaster email address inviting them to join the course. If you already have a Top Hat account, you will receive a reminder to enroll in the course. **If you do not receive an email to enroll in the Top Hat course by Thursday, January 11, 2024 at 11:59 pm**, please email the course Instructional Assistant, Shelley Rottenberg (rottensm@mcmaster.ca).

Please be sure to associate your McMaster student ID number with your Top Hat account to guarantee accurate transfer of grades throughout the semester and at its conclusion. Failure to do so may lead to a loss of grades. If you have not completed this yet, navigate to your Account Settings, specifically under "Student Number (ID) - Grading Setup," and enter your student number. For additional guidance, refer to this resource: <https://support.tophat.com/s/article/Student-Managing-Your-Account-Information-on-a-Web-Browser>

Should you require assistance with Top Hat at any time please contact the Top Hat Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

Technology Support Note: If you run into a problem with any course related technology, please contact technical support of the respective platform. Your instructor, instructional assistant and TAs are not your technical support team but do keep them updated on any issues that cannot be quickly resolved, so we can determine if it is an individual issue, or it is a system wide problem affecting multiple students. The list of technical support links/contact information is posted on Avenue.

CLASS FORMAT

This class is delivered in a blended (in-person and online) format, including:

- online lectures

AND

- in-person tutorials.

Note: The registrar has scheduled lectures on Mondays 8:30 – 10:20 am. The formal lecture portion will take place from 8:30 – 9:50 am; from 9:50 – 10:20 am the instructor will be available for (optional) office hours.

The **first class** will be an online lecture on Monday, January 15, 2023, 8:30 – 9:50 am.

Zoom links for online lectures are provided on Avenue.

Punctuality is the sign of a true professional and shows self-discipline and respect for others. Please make whatever arrangements are necessary to begin work at 8:30 a.m.

COURSE EVALUATION

This is a pass/fail course. To pass this course, students are required to:

- Achieve at least 50% in the **Individual Learning and Reflection Activities**
- AND**
- Achieve at least 50% in the **Experiential Activities**

Individual Learning and Reflection Activities

EVALUATIONS	INDIVIDUAL OR GROUP	WEIGHT	DUE DATE
Lecture Engagement	Individual	27%	See Course Schedule for Lecture Dates
Tutorial Engagement and Peer Evaluation	Individual	32%	See Course Schedule for Tutorial Dates
Leadership Survey	Individual	4%	Jan 26, 2024 @ 11:59 PM
Business Workbook Part 1	Individual	8%	Jan 26, 2024 @ 11:59 PM
Business Workbook Part 2	Individual	8%	Feb 16, 2024 @ 11:59 PM
Business Workbook Part 3	Individual	8%	Mar 22, 2024 @ 11:59 PM
Business Workbook Part 4	Individual	13%	Mar 28, 2024 @ 11:59 PM
TOTAL		100%	

Experiential Activities

EVALUATIONS	INDIVIDUAL OR GROUP	WEIGHT	DUE DATE
Team Charter	Group	16% Group	Feb 2, 2024 @ 11:59 PM
Community Impact Project Part 1: <i>Understanding Community Partners Assignment</i>	Group and Individual	12% Group 4% Individual	Feb 9, 2024 @ 11:59 PM
Community Impact Project Part 2: <i>Questions for Community Partners</i>	Group	8% Group	Feb 9, 2024 @ 11:59 PM
Community Impact Project Part 3: <i>CIP Deliverable</i>	Group and Individual	45% Group 15% Individual	Mar 22, 2024 @ 11:59 PM
TOTAL		100%	

COURSE DELIVERABLES

LEARNING ACTIVITIES

Lecture Engagement

This class will use Top Hat to assess classroom engagement during the synchronous online lectures. These questions will reflect a mix of comprehension and attentiveness, as well as enhanced engagement opportunities including submitting responses to short answer questions after the classes. Each lecture will include a different mix of questions and therefore will contribute to the final Lecture Engagement grade with a different weight. In-class work cannot be submitted after the class is over.

Tutorial Engagement and Peer Evaluation

This class will use an online *3GR0 Group Check-in and Peer Evaluation Form* to record tutorial attendance and participation in group activities. Links to complete the online *3GR0 Group Check-in and Peer Evaluation Form* will be made available on Avenue and forms are required to be submitted during the students assigned tutorial time.

The *3GR0 Group Check-in and Peer Evaluation Form* will provide each student with the opportunity to evaluate the contributions made by all group members through peer/self-evaluation. The course instructor, with discretion, will consider the average marks students obtain from their peers to determine the final individual grades for the Community Impact Project Parts 1 and 3. Late submissions will **not** be accepted for the *3GR0 Group Check-in and Peer Evaluation Form*; forms are required to be submitted during the students assigned tutorial time.

Leadership Survey

Students will be required to complete an online leadership survey. The link to complete the survey will be made available on Avenue. Students will receive a personalized 3GR0 Leadership Feedback Report with information related to self-awareness and ethical leadership, including shareholder versus stakeholder focus during decision-making and how this relates to values. Students will use the 3GR0 Leadership Feedback Report to complete the Business Workbook.

Business Workbook Parts 1, 2, 3, 4

The 3GR0 Business Workbook guides students' reflection on their leadership and career development, exposure to different ways of thinking, and engagement with community organizations. This new knowledge and the experience in your Community Impact Project (CIP) build students professional self. The 3GR0 Business Workbook will also help student communicate this experience effectively to your networks. The 3GR0 Business Workbook includes four (4) parts:

- **Business Workbook Part 1 – Leadership Development:** Students will reflect on Leadership learnings from 1GR0 and 2GR0.

- **Business Workbook Part 2 – Leadership in Community Engagement:** Students will reflect on 3GR0 Leadership Feedback Report and reflect on how they will apply two (2) or more principles from the Principles of Community Engagement Pressbook during the Community Impact Project.
- **Business Workbook Part 3 –Team Building:** Students will reflect on their experience working in a group and how they used the Team Charter.
- **Business Workbook Part 4 – Career Development:** Students will reflect on career feedback received during the course and create career items including a resume entry, LinkedIn profile entry, and prepared interview answer based on the Community Impact Project experience.

EXPERIENTIAL ACTIVITIES

Team Charter

Students will work in their groups to complete a Team Charter for the Community Impact Project. The Team Charter will guide students to create goals and set expectations for working effectively throughout the course. The charter will also provide students with the opportunity to discuss scheduling conflicts and will allow the group to identify strategies to resolve group conflict. The Team Charter will be submitted on Avenue to Learn.

Note: students can choose their own groups of four or five (5) students. Students should self-enroll in groups on Avenue up until Friday, January 26th at 11:59pm. After this time, students will be randomly assigned to groups by the 3GR0 teaching team.

Community Impact Project

Students will work with local Hamilton-Halton community partner organizations to develop practical, tangible deliverables to solve current challenges identified by the community partners as part of the 3GR0 Community Impact Project (CIP). The CIP includes three (3) parts; all group members are expected to contribute to all parts of the CIP.

To complete the CIP, students will work in groups to generate solutions for challenges identified by the community partner organizations and provide the partner with a deliverable that can be deployed for immediate use by the organization. The final deliverables are intended to provide timely and tangible results to the community partner organization, with the intended outcome of having a positive impact on the Hamilton-Halton community.

To facilitate group work, groups will be given time during tutorials in Weeks 4, 5, 9, 10 and 11 to complete the CIP. In advance of the tutorials, students will have access to the CIP Project Description and reference materials provided by the community partner organization posted on Avenue. The CIP Project Description will provide an overview of a current business challenge that the community partner organization is experiencing, and a description of deliverable requested by the organization.

Teaching Assistants (TAs) have been recruited to support students throughout this process and will be available during the tutorial times to meet with the group and discuss solutions, provide advice on creating the deliverable, and support groups throughout the CIP process.

Note: CIP Parts 1 and 3 include both group and individual grade component. In weeks 4, 5, 10 and 11, students will complete an online *Tutorial Engagement and Group Check-In Form*; this form will include a Group Check-in and Peer Evaluation that will provide each student with the opportunity to evaluate the contributions made by all group members through peer/self-evaluation. The course instructor, with discretion, will consider the average marks students obtain from their peers to determine the final individual grades for the CIP Parts 1 and 3.

Additional details about the Community Impact Project will be provided during lectures and on Avenue. Students should contact their Teaching Assistants if they need help.

- **CIP Part 1 – Understanding Community Partners Assignment**

The purpose of this assignment is for groups to develop an understanding the community partner organization and their stakeholders, and the importance of CIP Deliverable to the community partner organization. Groups will have time to complete the assignment during the tutorials in Weeks 4 & 5.

- **CIP Part 2 – Questions for Community Partners**

The purpose of this assignment is for groups to generate a list of questions to ask the community partner organization in-person as part of the interactive question and answer session take place during Week 9 tutorial. Groups will have time to complete the assignment during the tutorials in Weeks 4 & 5.

Each group will submit five (5) questions that they would like to ask the community partner and the 3GR0 teaching team will assign the team one (1) question that the group will be required to ask the representative(s) from the community partner organization during the Week 9 tutorial. As part of this submission, groups will be required to nominate one (1) member of the group to ask a question to the representative(s) from the community partner organization.

- **Part 3 – CIP Deliverable**

The CIP Deliverable (work product) resulting from the groupwork will be shared externally with our community partners. Additional details about this assignment will be provided during lectures, tutorials, and on Avenue.

LATE ASSIGNMENTS

A **20% penalty** will be applied for every day or partial day that an assignment is submitted late. These penalties will begin on the day following the due date.

In-class work, including Lecture Engagement, and Tutorial Engagement and Peer Evaluation (*Tutorial Engagement and Group Check-In Form*), cannot be submitted after the class is over. Late submissions will **not** be accepted for Tutorial Engagement and Peer Evaluation (*Tutorial Engagement and Group Check-In Form*).

COMMUNICATION AND FEEDBACK

Students who have questions about assignments or grades should contact their TAs before contacting their instructor or instructional assistant. Students should include the TA responses when contacting the instructor or instructional assistant.

Students who wish to correspond with instructor, instructional assistant, or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar [“Requests for Relief for Missed Academic Term Work”](#) and the link below;

<http://ug.degroot.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

COURSE MODIFICATION

From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

GENERATIVE AI

Students are not permitted to use generative AI in this course.

In alignment with [McMaster academic integrity policy](#), it “shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source”. This includes work created by generative AI tools. Also stated in the policy is the following, “Contract Cheating is the act of “outsourcing of student work to third parties” (Lancaster & Clarke, 2016, p. 639) with or without payment.” Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, Avenue to Learn and/or McMaster email.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 3GR0 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

Commerce 3GR0 – Winter 2024 Course Schedule

Week	Virtual Lecture Theme	Tutorial Activities	Assignment Due Dates (11:59 PM on the day indicated unless otherwise noted)
Week 1 Jan 8 – 14	No lecture	No tutorials	
Week 2 Jan 15 – 21	3GR0 Course Kick-off and Introduction to Community Engaged Learning <ul style="list-style-type: none"> • Introduction to 3GR0 course plan • Meet the 3GR0 teaching team • Introduction to Community Engaged Learning • Form Groups (Self-Enroll on Avenue) 	No tutorials	
Week 3 Jan 22 – 28	Introduction Leadership Decision Making Styles <ul style="list-style-type: none"> • Guest Speaker: Self-Awareness and Leadership Decision Making Style (Lisa Lorentz) • Leadership survey link will open after the guest lecture 	<ul style="list-style-type: none"> • Form Groups (Self-Enroll on Avenue) • Group Activities: <ul style="list-style-type: none"> • Team Charter • Individual Activities: <ul style="list-style-type: none"> • Business Workbook Part 1 • Leadership Survey 	<ul style="list-style-type: none"> • Form Groups (Self-Enroll on Avenue) Due Jan 26 • Business Workbook Part 1 Due Jan 26 • Leadership Survey Due Jan 26
Week 4 Jan 29 – Feb 4	Introduction to the Community Impact Project <ul style="list-style-type: none"> • Exploring principles of Community Engaged Learning • Overview the Community Impact Project 	<ul style="list-style-type: none"> • Group Activities: <ul style="list-style-type: none"> • Team Charter • CIP Part 1 • CIP Part 2 • Individual Activities: <ul style="list-style-type: none"> • 3GR0 Group Check-in and Peer Evaluation Form submission #1 due by end of tutorial 	<ul style="list-style-type: none"> • Team Charter Due Feb 2 • <i>Note: 3GR0 Group Check-in and Peer Evaluation Form submission is due during tutorial</i>
Week 5 Feb 5 – 11	Professional Development and Ways of Thinking: Panel <ul style="list-style-type: none"> • Guest Speaker: Career Development and Working with Community Partners (Danielle Little) • Guest Speaker: Exploring Different Ways of Thinking (Khadijeh Rakie) • Leadership Survey Feedback (Yair Berson) 	<ul style="list-style-type: none"> • Group Activities: <ul style="list-style-type: none"> • CIP Part 1 • CIP Part 2 • Individual Activities: <ul style="list-style-type: none"> • Business Workbook Part 2 • 3GR0 Group Check-in and Peer Evaluation Form submission #2 due by end of tutorial 	<ul style="list-style-type: none"> • CIP Part 1 Due Feb 9 • CIP Part 2 Due Feb 9 • <i>Note: 3GR0 Group Check-in and Peer Evaluation Form submission is due during tutorial</i>

Week	Virtual Lecture Theme	Tutorial Activities	Assignment Due Dates (11:59 PM on the day indicated unless otherwise noted)
Week 6 Feb 12 - 18	Ways of Thinking and Empathy Building: Guest Speaker <ul style="list-style-type: none"> Guest Speaker: Jeff Mamer, CEO, Big Brothers Big Sisters (Halton & Hamilton) 	No tutorials	<ul style="list-style-type: none"> Business Workbook Part 2 Due Feb 16
Week 7 Feb 19 – 25	MIDTERM BREAK		
Week 8 Feb 26 – Mar 3	No lecture	No tutorials	
Week 9 Mar 4 – 10	Group Coaching: Refer to Schedule Posted on Avenue	Community Partners in Person for interactive Q&A session <ul style="list-style-type: none"> Groups Activities <ul style="list-style-type: none"> All group members should attend tutorial to participate in the question-and-answer session with the community partner organization Individual Activities: <ul style="list-style-type: none"> 3GR0 Group Check-in and Peer Evaluation Form submission #3 due by end of tutorial 	<ul style="list-style-type: none"> <i>Note: 3GR0 Group Check-in and Peer Evaluation Form submission is due during tutorial</i>
Week 10 Mar 11 – 17	Group Coaching: Refer to Schedule Posted on Avenue	<ul style="list-style-type: none"> Group Activities: <ul style="list-style-type: none"> CIP Part 3 Individual Activities: <ul style="list-style-type: none"> Business Workbook Part 3 3GR0 Group Check-in and Peer Evaluation Form submission #4 due by end of tutorial 	<ul style="list-style-type: none"> <i>Note: 3GR0 Group Check-in and Peer Evaluation Form submission is due during tutorial</i>
Week 11 Mar 18 - 24	Career Development and Community Impact: Panel <ul style="list-style-type: none"> Alumni Panel: Working in Not-for-Profit / Community Organizations Guest Speaker: Career Development Assignment Review (Karam Noel) Course Wrap-up 	<ul style="list-style-type: none"> Group Activities: <ul style="list-style-type: none"> CIP Part 3 Individual Activities: <ul style="list-style-type: none"> Business Workbook Part 3 Business Workbook Part 4 3GR0 Group Check-in and Peer Evaluation Form submission #5 due by end of tutorial 	<ul style="list-style-type: none"> CIP Part 3 Due Mar 22 Business Workbook Part 3 Due Mar 22 <i>Note: 3GR0 Group Check-in and Peer Evaluation Form submission is due during tutorial</i>
Week 12 March 25 – 31	No lecture	No tutorials	<ul style="list-style-type: none"> Business Workbook Part 4 Due Mar 28