

# Commerce 3GR0

## DeGroote Student Experience and Development III – Winter 2026

### Course Outline

DeGroote School of Business  
McMaster University

#### ***INSTRUCTOR AND CONTACT INFORMATION***

Section C01 Tuesday 12:30 pm – 2:20 pm	Section C02 Friday 12:30 pm – 2:20 pm
<p><b>Dr. Karleen Dudeck</b> <b>Instructor</b> Email: <a href="mailto:dudeckkj@mcmaster.ca">dudeckkj@mcmaster.ca</a></p>	
<p>Office Hours: by appointment Class location: see Avenue to Learn</p>	

Section C01	Section C02
Mateo Solano-Duarte <a href="mailto:solanodm@mcmaster.ca">solanodm@mcmaster.ca</a>	Gradyon Szego <a href="mailto:szegog@mcmaster.ca">szegog@mcmaster.ca</a>
Natasha Khan <a href="mailto:khann94@mcmaster.ca">khann94@mcmaster.ca</a>	Mateo Solano-Duarte <a href="mailto:solanodm@mcmaster.ca">solanodm@mcmaster.ca</a>
<p>Grading TA</p>	
<p>Nicole Alves-Sala <a href="mailto:alvessan@mcmaster.ca">alvessan@mcmaster.ca</a></p>	

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

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## COURSE ELEMENTS

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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

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## COURSE INFORMATION

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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 successful, 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 the 3GR0 Community Impact Project (CIP).

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## IMPORTANT LINKS

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

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## **COURSE LEARNING OUTCOMES**

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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. Reflect on how professional skills and experiences can be leveraged in an expanded network outside of the traditional areas of business.
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.

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## **COURSE LEARNING GOALS**

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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 3GR0 Community Impact Project (CIP).

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## **REQUIRED MATERIALS AND TEXTS**

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### **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 in-person class lectures and online resources. Slides and other audio-visual materials used during the classes 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 DeGroote 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. **Top Hat:** We will be using Top Hat ([www.tophat.com](http://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/31TGMlw>).

Students are required to access the Top Hat Basic Launch link posted on Avenue to join the course. The Basic Launch link and course join codes are posted on Avenue to Learn.

Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email ([support@tophat.com](mailto: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.

3. **Teams/Zoom:** Virtual office hours will be held via Teams or Zoom. Links will be provided on Avenue to Learn.

4. **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.

5. **LibGuide:** To support the reflection on different ways of thinking, students have access to the [3GR0 - DeGroote Student Experience and Development III LibGuide](#) that includes curated resources.

**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.

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## CLASS FORMAT

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This class is delivered in-person. **The first class will take place the week of January 5<sup>th</sup>, 2026.**

Punctuality is the sign of a true professional and shows self-discipline and respect for others. Please make whatever arrangements are necessary to join the lectures promptly at the scheduled start time.

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## COURSE EVALUATION

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**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

Assignments are due at 11:59 PM on the date indicated. See the Course Schedule for specific dates.

### Individual Learning and Reflection Activities

EVALUATIONS	INDIVIDUAL OR GROUP	WEIGHT	DUE DATE
Lecture Engagement	Individual	44%	See Course Schedule and Avenue for Class Dates and Times
Leadership Survey	Individual	4%	Sunday, Jan 18 @ 11:59 PM
Business Workbook Part 1	Individual	16%	Sunday, Feb 1 @ 11:59 PM
McMaster World Congress Reflection	Individual	4%	Sunday, Feb 8 @ 11:59 PM
Critical Thinking and GenAI Assignment	Individual	16%	Sunday, Feb 15 @ 11:59 PM
Business Workbook Part 2	Individual	16%	Sunday, Apr 5 @ 11:59 PM
<b>TOTAL</b>		<b>100%</b>	

## Experiential Activities

EVALUATIONS	INDIVIDUAL OR GROUP	WEIGHT	DUE DATE
Team Charter	Group	10%	Sunday, Jan 25 @ 11:59 PM
Community Impact Project Part 1: <i>Understanding Community Partners Assignment</i>	Group	24%	Sunday, Feb 8 @ 11:59 PM
Community Impact Project Part 2: <i>CIP Preparation Assignment</i>	Group	16%	Sunday, Mar 2 @ 11:59 PM
Community Impact Project Part 3: <i>CIP Deliverable</i>	Group	44%	Sunday, Mar 29 @ 11:59 PM
Community Impact Project: Individual Reflection and Peer Evaluation	Individual	6%	Sunday, Mar 29 @ 11:59 PM
<b>TOTAL</b>	<b>100%</b>		

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## COURSE DELIVERABLES

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### INDIVIDUAL LEARNING AND REFLECTION ACTIVITIES

Students should refer to the 3GR0 Assignment Submission Guidelines and Assignment Templates on Avenue for details about assignment requirements.

#### Lecture Engagement

Lecture engagement will be assessed through a combination of attendance, in-class activities and discussions, Class Reflections and Class Review Quizzes. Lecture Engagement grades will be assessed using Top Hat and Avenue submissions, as well as in-person attendance and TA check-ins. Some engagement activities may have due dates outside of the class period (e.g., Class Reflection and Class Review Quiz); due dates will be announced in lectures and through Avenue Announcements. Activities and Class Review Quizzes will include a mix of multiple-choice comprehension and short-answer reflection questions. Lecture attendance will be tracked automatically using the Top Hat attendance code as well as through in-person check-ins with the TAs during lectures. Lecture attendance may be recorded at any time during the lecture. Late submissions will **not** be accepted for the Lecture Engagement activities submitted on Avenue or Top Hat.

## **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.

## **McMaster World Congress Reflection**

Students should attend McMaster World Congress on Feb 5-6, 2025. Pre-registration is required.

Students are required to pre-register by visiting the McMaster World Congress website:

<https://worldcongress.mcmaster.ca/>

Each student is required to attend two (2) presentations and prepare a concise summary and evaluation of the two (2) presentations. The McMaster World Congress Reflection will be submitted via TopHat. Additional details are provided on Avenue.

## **Business Workbook**

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 the 3GR0 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 two (2) parts:

- **Business Workbook Part 1 – Leadership Development and Goal Setting**
  - Students will work on goal setting for 3GR0. First, students will identify goals for applying the Principles of Community Engagement Pressbook during the 3GR0 Community Impact Project. Second, students will set goals for career development skills and competencies that they can enhance or build through the 3GR0 Community Impact Project.
  - Students will explore careers in the not-for-profit sector by identifying roles that align with their values, interests and/or past experiences.
- **Business Workbook Part 2 – Team Dynamics and Career Development**
  - Students will reflect on their experience working in a group and how they used the Team Charter.
  - Students will reflect on the transferable skills that they developed during the course and use a storytelling approach to create an interview response based on their 3GR0 Community Impact Project experience.

## **Critical Thinking and GenAI Assignment**

The Critical Thinking with GenAI assignment is completed individually as a preparation for the Community Impact Project Part 2 assignment. Students will use GenAI to create a list of high-quality questions to ask the community partner during the interactive question and answer session. Students will also reflect on their experience using GenAI as part of the assignment. Students will receive

feedback on this assignment, which will be necessary to complete the Community Impact Project Part 2 assignment with their groups.

## EXPERIENTIAL ACTIVITIES

*Experiential Activities are completed in groups. Students can choose their own groups by self-enrolling in groups on Avenue before the due date for self-enrollment, as indicated in the course schedule at the end of the course outline. After this time, students will be randomly assigned to groups by the 3GR0 teaching team. The 3GR0 teaching team may also add members to groups of fewer than 6 people.*

*Students should refer to the 3GR0 Assignment Submission Guidelines and Assignment Templates on Avenue for details about assignment requirements.*

### Team Charter

Students will work in their groups to complete a Team Charter for the 3GR0 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.

### 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.

**The CIP will be completed during lectures on CIP Workshop Days. All students are required review the CIP Project Description for their section; the CIP Project Description provides an overview of a current 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 CIP Workshop Days to meet with the group and discuss solutions, provide advice on creating the deliverable, and support groups throughout the 3GR0 Community Impact Project.

Additional details about the 3GR0 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. Additional details about this assignment will be provided during lectures and on Avenue.

- **CIP Part 2 – Project Preparation Assignment**

The purpose of this assignment is for groups to:

1. Generate a list of questions to ask the community partner organization in-person as part of the interactive question and answer session take place after the midterm break. Each group will submit a list of potential questions that they would like to ask the community partner and the 3GR0 teaching team will assign the group one (1) question that the group will be required to ask the representative(s) from the community partner organization during the question-and-answer session. 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.
2. Create a Project Plan that builds on the Team Charter by asking the group to break down the CIP Part 3 into tasks, and then assign tasks internal team deadlines. The purpose is to ensure that groups can clearly communicate expectations for how they will complete the CIP Part 3.

- **Part 3 – CIP Deliverable**

The CIP Deliverable will be shared externally with our community partners. Additional details about this assignment will be provided during lectures and on Avenue. All students are required to review the CIP Project Description for their section; the CIP Project Description provides an overview of a current challenge that the community partner organization is experiencing, and a description of deliverable requested by the organization.

- **CIP – Individual Reflection and Peer Evaluation**

Students will submit a reflection including self- and peer-evaluation. These evaluations 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 adjust individual student grades for the Community Impact Project Part 3. If the peer evaluations demonstrate balanced contributions from all group members, then the individual component of the grade will be equal to the group component of the grade. If peer evaluations indicate that a student contributed less than their peers, then the Community Impact Project Part 3 grade may be adjusted by the instructor to reflect the lower contribution.

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## CITATIONS AND REFERENCES

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Students should use APA style when referencing external sources, including using Generative AI. Information about APA style can be found through the McMaster Library website:

- <https://libguides.mcmaster.ca/APA>
- <https://libguides.mcmaster.ca/businesscitation>
- <https://libguides.mcmaster.ca/cite-gen-ai/apa>

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## LATE ASSIGNMENTS

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A **10% 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.

**Assignments submitted more than 3 days late will receive a zero (0).**

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## COMMUNICATION AND FEEDBACK

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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.

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## ***REQUESTING RELIEF FOR MISSED ACADEMIC WORK***

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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.degrote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

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## ***COURSE MODIFICATION***

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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.

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## ***GENERATIVE AI***

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Students may freely use generative AI in this course so long as the **use of generative AI is referenced and cited following citation instructions given in the syllabus**.

Use of generative AI outside assessment guidelines or without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the expectations for citation and reference and to do so appropriately. See section “Citations and References” above.

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## ***ACADEMIC INTEGRITY***

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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](#).

As per the Academic Integrity Policy, students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes preventing their work from being used by others (e.g., protecting access to computer files, not sharing their work to websites, etc.). Please be aware that posting your work on such websites as Course Hero is considered an academic integrity offence and will be investigated as such.”

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.
- Self-plagiarism, e.g., the submission of work that has been submitted at an earlier date for a different course.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

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### ***AUTHENTICITY/PLAGIARISM DETECTION***

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**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](http://www.mcmaster.ca/academicintegrity).

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### ***COURSES WITH AN ON-LINE ELEMENT***

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**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.

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### ***ONLINE PROCTORING***

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**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.

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## **CONDUCT EXPECTATIONS**

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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.

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## **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

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

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

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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.

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## **COPYRIGHT AND RECORDING**

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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.

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### ***EXTREME CIRCUMSTANCES***

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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.

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### ***ACKNOWLEDGEMENT OF COURSE POLICIES***

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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

Week	Lecture Theme & Activities	Assignment Due Dates
<b>Week 1</b> <b>Jan 5 - 11</b>	<p><b>3GR0 Course Kick-off</b></p> <ul style="list-style-type: none"> <li>• Introduction to 3GR0 course plan</li> <li>• Meet the 3GR0 teaching team</li> <li>• GR0 program connections</li> <li>• Guest Speaker: Self-Awareness and Leadership Decision Making Style</li> <li>• Experiential Activities Overview</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Leadership time travel</li> <li>• Leadership survey</li> <li>• Form groups</li> </ul>	<ul style="list-style-type: none"> <li>• Form groups and self-enroll in groups on Avenue by Sunday, Jan 18 at 11:59 PM.</li> <li>• Students who do not self-enrol in a group will be randomly assigned to a group by their TAs.</li> <li>• Leadership survey link will open on Avenue at 5 PM on Friday, Jan 9</li> </ul>
<b>Week 2</b> <b>Jan 12 – 18</b>	<p><b>Principles of Community Engaged Learning and Exploring Different Ways of Thinking</b></p> <ul style="list-style-type: none"> <li>• Exploring principles of Community Engaged Learning</li> <li>• 4Rs Framework for Reflective Thinking</li> <li>• Guest Speaker: Exploring Different Ways of Thinking</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Generative conversations</li> <li>• Leadership survey</li> <li>• Form groups</li> </ul>	<ul style="list-style-type: none"> <li>• Form groups and self-enroll in groups on Avenue by Sunday, Jan 18 at 11:59 PM.</li> <li>• Leadership Survey due at 11:59 PM on Sunday, Jan 18</li> </ul>
<b>Week 3</b> <b>Jan 19 - 25</b>	<p><b>Leadership, Career, and Professional Skills Development</b></p> <ul style="list-style-type: none"> <li>• Guest Speakers: Leadership Survey Feedback</li> <li>• Guest Speaker: Career Development and Working with Community Partners (CPD)</li> <li>• Guest Speaker: GenAI (DSB Librarian)</li> <li>• Business Workbook Part 1 Overview</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Group work: Team Charter</li> <li>• Individual work: Business Workbook Part 1</li> </ul>	<ul style="list-style-type: none"> <li>• Team Charter due at 11:59 PM on Sunday</li> <li>• Register for McMaster World Congress</li> </ul>
<b>Week 4</b> <b>Jan 26 – Feb 1</b>	<p><b>Community Impact Project Workshop Day 1</b></p> <ul style="list-style-type: none"> <li>• Community Impact Project Kick-off</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• 1:1 Group coaching with TAs.</li> <li>• Group work: CIP Part 1</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership reports will be sent out via email by 11:59 PM on Monday, Jan 26</li> <li>• Business Workbook Part 1 due at 11:59 PM on Sunday</li> <li>• Register for MWC by Sunday</li> </ul>

Week	Lecture Theme & Activities	Assignment Due Dates
<b>Week 5</b> <b>Feb 2 – 8</b>	<b>Application Week: Attend McMaster World Congress</b> <ul style="list-style-type: none"> <li>• Attend McMaster World Congress</li> <li>• No classes this week</li> </ul> <b>Activities – Groups to Self-Organization Meetings</b> <ul style="list-style-type: none"> <li>• Group work: Work on CIP Part 1</li> </ul>	<ul style="list-style-type: none"> <li>• CIP Part 1 due at 11:59 PM on Sunday</li> <li>• McMaster World Congress Reflection due at 11:59 PM on Sunday</li> </ul>
<b>Week 6</b> <b>Feb 9 – 15</b>  <i>*note: C01 and C02 have different activities in class weeks 6 and 8</i>	<b>C01: Community Impact Project Workshop Day 2</b> <ul style="list-style-type: none"> <li>• Midterm Recap and Realignment</li> </ul> <b>C02: Keynote Guest Speaker: Applying Business Skills in the Not-for-Profit Sector</b> <ul style="list-style-type: none"> <li>• See Avenue for Speaker Bios</li> <li>• Students are required to attend the Keynote Guest Speaker event in their section.</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• How to ask good questions</li> <li>• 1:1 Group coaching with TAs</li> <li>• Individual work: Critical Thinking and GenAI Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking with Gen AI Assignment due at 11:59 PM on Sunday</li> </ul>
<b>Week 7</b> <b>Feb 16 – 22</b>	<b>Midterm Break – no classes – good luck with midterms!</b>	
<b>Week 8</b> <b>Feb 23 – Mar 1</b>  <i>*note: C01 and C02 have different activities in class weeks 6 and 8</i>	<b>C01: Keynote Guest Speaker: Applying Business Skills in the Not-for-Profit Sector</b> <ul style="list-style-type: none"> <li>• See Avenue for Speaker Bios</li> <li>• Students are required to attend the Keynote Guest Speaker event in their section.</li> </ul> <b>C02: Community Impact Project Workshop Day 2</b> <ul style="list-style-type: none"> <li>• Midterm Recap and Realignment</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• 1:1 Group Coaching with TAs.</li> <li>• GenAI prompting</li> <li>• Group work: CIP Part 2</li> </ul>	<ul style="list-style-type: none"> <li>• CIP Part 2 due at 11:59 PM on Sunday</li> </ul>
<b>Week 9</b> <b>Mar 2 – 8</b>	<b>Career Development and Community Impact: Panel</b> <ul style="list-style-type: none"> <li>• Alumni Panel: Working in Not-for-Profit / Community Organizations facilitated by CPD</li> </ul> <b>Preparation for the Interactive Q&amp;A session with our Community Partners</b> <ul style="list-style-type: none"> <li>• Review of expectations for CIP Interactive Q&amp;A session and CIP Part 2</li> </ul>	Assigned questions will be sent out via email by Sunday, Mar 8 at 11:59 PM

Week	Lecture Theme & Activities	Assignment Due Dates
<b>Week 10</b> <b>Mar 9 – 15</b>	<b>Community Impact Project Workshop Day 3</b> <ul style="list-style-type: none"> <li>Interactive Q&amp;A with community partners</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>All group members are required to attend the full 2 hr lecture and participate in the question-and-answer session with the community partner organization to receive lecture engagement grades for this week.</li> </ul>	
<b>Week 11</b> <b>Mar 16 – 22</b>	<b>Community Impact Project Workshop Day 4</b> <ul style="list-style-type: none"> <li>Q&amp;A follow-up and CIP Part 3 Overview</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>1:1 Group coaching with TAs.</li> <li>Group work: CIP Part 3</li> </ul>	
<b>Week 12</b> <b>Mar 23 – 29</b>	<b>Community Impact Project Workshop Day 5</b> <ul style="list-style-type: none"> <li>Guest Speaker: Career Development Assignment Review (CPD)</li> <li>Course Wrap-up</li> <li>Group Work and Alignment Meetings</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>1:1 Group coaching with TAs</li> <li>Group work: CIP Part 3</li> </ul>	<ul style="list-style-type: none"> <li>CIP Part 3 due at 11:59 PM on Sunday</li> <li>Individual Reflection and Peer Evaluation due at 11:59 PM on Sunday</li> </ul>
<b>Week 13</b> <b>Mar 30 – April 5</b>	<ul style="list-style-type: none"> <li>No classes this week</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Individual work: Business Workbook Part 2</li> </ul>	<ul style="list-style-type: none"> <li>Business Workbook Part 2 due at 11:59 PM on Sunday</li> </ul>