

**Commerce 3GR0
DeGroote Student Experience and Development III
Fall 2026 Course Outline**

**DeGroote School of Business
McMaster University**

INSTRUCTOR AND TA CONTACT INFORMATION

Section C01 Thursday 10:30 AM – 12:20 PM	Section C02 Wednesday 10:30 AM – 12:20 PM
Instructor Dr. Karleen Dudeck Email: dudeckkj@mcmaster.ca Office Hours: by appointment Class location: see Avenue to Learn	

Student Teaching Assistants	
Section C01	Section C02
See Avenue	See Avenue

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:	Yes	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

Lectures: 2 hr x 1/week

Course Delivery Mode: In-Person

Course Description:

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).

MEETING DETAILS

This class is delivered in-person. The **first class** will take place the week of September 7th, 2026.

C01: Meets from 10:30 am to 11:20 am every Thursday

C02: Meets from 10:30 am to 11:20 am every Wednesday

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 10:30 am

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. 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 understanding.
5. Use storytelling and personal branding strategies to articulate the professional skills and community-engaged learning developed through the Community Impact Project for future career success.
6. Apply human-centered design and knowledge translation approaches to develop practical, creative, and usable solutions for community partner challenges.

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 3GR0 Community Impact Project (CIP).

REQUIRED MATERIALS AND TEXTS

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) 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), 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.

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

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	50% (10 × 5%)	<i>Weekly Classes:</i> See Course Schedule and Avenue for Class Dates and Times
Leadership Survey	Individual	10%	<i>Due Week 3:</i> C01: Sep 24 @ 11:59 PM C02: Sep 23 @ 11:59 PM
Applying the Pathway Framework to Community Engagement	Individual	20%	<i>Due Week 5:</i> C01: Oct 8 @ 11:59 PM C02: Oct 7 @ 11:59 PM
Career and Leadership Reflection	Individual	20%	<i>Due Week 13:</i> Friday, December 4 @ 11:59 PM for both sections
TOTAL		100%	

Experiential Activities

EVALUATIONS	INDIVIDUAL OR GROUP	WEIGHT	DUE DATE
Partner Dialogue Briefing Note + Attending Partner Dialogue Meeting*	Group	16%	<i>Briefing Note Due Week 9:</i> C01: Nov 5 @ 11:59 PM C02: Nov 4 @ 11:59 PM <i>Partner Dialogue Meetings Week 10:</i> C01: Nov 12 Class C02: Nov 11 Class Check Avenue for Time and Links
Partner Insights Memo	Group	16%	<i>Due Week 10:</i> C01: Nov 12 @ 11:59 PM C02: Nov 11 @ 11:59 PM
Knowledge Exchange Briefing Note	Group	20%	<i>Due Week 12:</i> C01: Nov 26 @ 11:59 PM C02: Nov 25 @ 11:59 PM
Community Impact Project Deliverable + Attending Community Knowledge Exchange*	Group	32%	<i>Deliverable Due Week 12:</i> C01: Nov 26 @ 11:59 PM C02: Nov 25 @ 11:59 PM <i>Community Knowledge Exchange Event Week 13:</i> C01: Dec 3 Class C02: Dec 2 Class Check Avenue for Event Location
Individual Reflection and Peer Evaluation	Individual	16%	<i>Due Week 13:</i> Friday, December 4 for both sections
TOTAL		100%	

* Attending Partner Dialogue & Community Knowledge Exchange are required to receive the grade. Students who cannot attend events should speak with the instructor to discuss accommodations.

COURSE DELIVERABLES

Individual Learning and Reflection Activities

Students should submit all assignments as Word documents using the templates provided on Avenue.

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. If students are not able to attend a lecture, they can use an MSAF and a make-up assignment will be provided. Assesses Learning Outcomes 1, 2, 3, 4, 5, and 6.

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 reflect on their 3GR0 Leadership Feedback Report to complete the Career and Leadership Reflection assignment. Assesses Learning Outcome 4.

Applying the Pathway Framework to Community Engagement

Students will reflect on the University of Manitoba's Pathway for Indigenous Community Engagement and apply its principles to the 3GR0 Community Impact Project. Students will explain what respectful preparation, engagement, and follow-through will require. Assesses Learning Outcomes 2, 3, and 6.

Career and Leadership Reflection

Students will reflection 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 build students' professional self. The Career and Leadership will also help student communicate this experience effectively to your networks. Assesses Learning Outcomes 3, 4, and 5.

EXPERIENTIAL ACTIVITIES

Students will work with local Hamilton-Halton community partner organizations to develop practical, tangible deliverables to solve current challenges identified by the community partners by applying a Human-Centred Design approach. Teaching Assistants (TAs) have been recruited to support students throughout this process and will be available during the Human Centred Design Workshops 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.

Partner Dialogue Briefing Note

As a group, students will prepare for meaningful partner dialogue by researching the community partner, mapping relevant stakeholders, identifying assumptions, and developing thoughtful questions. Students will demonstrate that they are ready to learn from the partner before proposing solutions. Students are required to attend the Partner Dialogue session (virtual meeting taking place during class time) to receive a grade for this assignment. Assesses Learning Outcomes 1, 2, and 6.

- Students should submit this assignment as Word documents using the template provided on Avenue.
- **This is a partner-facing deliverable that will be shared with the community partner.**

Partner Insights Memo

As a group, students will summarize what they learned from the partner dialogue, including key insights, revised assumptions, and emerging opportunity areas. Students will explain how the partner's input changed or deepened their understanding of the challenge. Assesses Learning Outcomes 1, 2, and 6.

- Students should submit this assignment as Word documents using the template provided on Avenue.

Knowledge Translation Briefing Note

As a group, students will translate their project idea into a concise, practical, and accessible brief for the community partner. Students will focus on making their recommendation or resource easy to understand, use, adapt, or implement. Assesses Learning Outcomes 1, 2, and 6.

- Students should submit this assignment as Word documents using the template provided on Avenue.
- **This is a partner-facing deliverable that will be shared with the community partner.**

Community Impact Project Deliverable

The Community Impact Project Scope provides an overview of a current challenge that the community partner organization is experiencing, and a description of deliverable requested by the organization. Students are required to attend the Community Knowledge Exchange event (in-person event meeting taking place during class time) to receive a grade for this assignment. Assesses Learning Outcomes 1, 2, and 6.

- **This is a partner-facing deliverable that will be shared with the community partner.**

Community Impact Project 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 peer evaluations to adjust individual

student grades for the Community Impact Project Deliverable. If peer evaluations consistently indicate that a student contributed less than their peers, then the Community Impact Project Deliverable grade may be adjusted by the instructor to reflect the lower contribution. Assesses Learning Outcomes 3, 4 and 5.

LATE ASSIGNMENTS

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).

In-class work cannot be submitted after the class is over. Make sure you upload/hand-in any papers, worksheets, and so on before you leave the classroom.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors 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.

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.

Students who have concerns about the course content, evaluation methods, or delivery should first reach out to the course instructor. If your concern remains unresolved after speaking with the instructor, you may then reach out to the relevant Area Chair for further consideration.

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.degroote.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

SOME USE PERMITTED

Students may use generative AI for editing/translating/outlining/brainstorming their work throughout the course. Use of generative AI for these purposes should be acknowledged/cited.

Written acknowledgments may include the following elements:

- Generative AI tool used (name/version)
- Specific uses of tool
- Identify prompt(s) used
- Explain how output was used in your work
- e.g., “AI Acknowledgement: I used ChatGPT to assist with grammar and readability improvements in this document. No AI tools were used for content creation.”

The content and formatting of acknowledgments are not well established, so check with your instructor about any specific requirements.

Students are not permitted to use generative AI to create content for their work throughout the course including drafting written content for reports, emails, or presentation content.

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 state 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 to create content is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

Use of generative AI outside of the stated use of editing/translating/outlining/brainstorming 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. If you have any questions or unclear about permission of usage, please see [McMaster's Guidelines on the User of Generative AI in Teaching and Learning](#) or speak to your instructor.

More information about McMaster University's policy on generative AI use and academic integrity can be found here:

- [McMaster Academic Integrity Policy](#)
- [McMaster Provost Office Generative AI in Teaching and Learning Guidelines](#)

CITATIONS AND REFERENCES

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>

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.

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.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. email, 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

Week	Lecture Theme & Activities	Class Learning Outcomes By the end of the class, students will be able to...	Assignment Due Dates
Week 1 Sep 7 – 13	Community-Engaged Learning, Leadership, and the Purpose of 3GR0 - Course kick-off and 3GR0 Community Impact Project overview - McMaster's 6 Principles of Community Engagement Activities: - Reflecting on McMaster's 6 Principles of Community Engagement	- Describe the purpose of Commerce 3GR0 and how the Community Impact Project connects business skills to community impact. - Explain McMaster's six principles of community engagement in their own words. - Identify personal goals for participating ethically and professionally in community-engaged work.	Leadership survey link opens Sep 11 @ 5 AM
Week 2 Sep 14 – 20	Exploring Different Ways of Knowing and Indigenous Community Engagement - Consider how different forms of knowledge shape community-based problem solving - Introduce a framework for Indigenous community engagement - Reflect on how different ways of knowing can inform respectful, reciprocal, and ethical engagement with community partners Activities - Stakeholder Accountability Map	- Describe key features of Indigenous Ways of Knowing as presented in class. - Identify how power, positionality, reciprocity, relationality, and assumptions can affect engagement with community organizations. - Compare McMaster's six principles of community engagement with the Indigenous model presented in class. - Apply the 4Rs framework for reflective thinking to a community-engaged learning scenario.	

Week	Lecture Theme & Activities	Class Learning Outcomes By the end of the class, students will be able to...	Assignment Due Dates
Week 3 Sep 21 – 27	Teaming for Community Impact — Team Charter, Ethical Leadership, and Stakeholder Awareness - Ethical leadership - Group formation and development of a team charter that supports psychological safety, accountability, conflict resolution, and ethical decision-making. Activities - Form groups - Team Charter	- Identify how different decision-making styles may affect team collaboration and community partner relationships. - Create team norms that support respectful collaboration, shared accountability, and effective project management.	Note: Students who do not form a group will be randomly assigned to a group by their TAs. Leadership Survey Due by 11:59 PM on the day of class
Week 4 Sep 28 – Oct 4	- No Classes - September 30th is National Day for Truth and Reconciliation		Leadership reports will be sent out via email by 11:59 PM on Friday
Week 5 Oct 5 – 11	Career and Professional Development Workshop - Connect community-engaged learning to career development and transferable skills - Personal branding, storytelling, and expanded networks beyond traditional business settings. Activities: - Career Exploration Challenge	- Describe why digital presence matters in professional branding - Use storytelling approaches to enhance their digital presence on LinkedIn - Apply concepts of professional branding and digital communication to opportunities in the not-for-profit sector	Applying the Pathway Framework to Community Engagement due 11:59 PM on the day of class
Week 6 Oct 12 – 18	Midterm Break – No Classes		
Week 7 Oct 19 – 25	- No Classes - Good luck with midterms!		

Week	Lecture Theme & Activities	Class Learning Outcomes By the end of the class, students will be able to...	Assignment Due Dates
Week 8 Oct 26 – Nov 1	Human Centred Design Sprint: Workshop 1: Community Partner Kickoff + Introduction to Human- Centered Design - Community Impact Project overview - Human centred design, co-design and design thinking comparison - Ethical, community-engaged approaches for framing and responding to partner challenges Activities - Kick-off meeting with community partner - Comparing 3 approaches - Human Centred Design Challenge Brief	- Analyze a community partner's mission, stakeholders, constraints, current challenge, and desired impact. - Distinguish between a surface-level problem and a deeper community or organizational need. - Use stakeholder mapping and empathy mapping to understand multiple perspectives. - Reframe a community partner challenge into a human-centred "How might we..." question.	
Week 9 Nov 2 – 8	Human Centred Design Sprint: Workshop 2: Inspiration - Understanding people, context, and needs - Asking thoughtful, respectful, non-leading questions that deepen their understanding of the partner's challenge. - Use human centered design ideation techniques to generate creative, feasible, and community-responsive solution directions. Activities - Group work on Partner Dialogue Briefing Note	- Develop high-quality questions that support respectful inquiry and deeper problem understanding. - Distinguish between open, closed, leading, extractive, and generative questions. - Use divergent and convergent thinking techniques to avoid premature solution selection. - Evaluate ideas using criteria relevant to not-for-profit contexts, including resource constraints, mission fit, stakeholder impact, equity, sustainability, and ease of implementation.	Partner Dialogue Briefing Note due 11:59 PM on the day of class

Week	Lecture Theme & Activities	Class Learning Outcomes By the end of the class, students will be able to...	Assignment Due Dates
Week 10 Nov 9 – 15	Human Centred Design Sprint: Workshop 3: Partner Dialogue and Feedback Session - Virtual 1:1 meeting between community partner and student groups - Community partners join groups for an interactive Q&A and feedback session - All group members are required to attend their assigned meeting time - See Avenue for meeting schedule - No in-person class Activities - Partner Dialogue Meeting Notes - Group work on Partner Insights Memo	- Engage community partners with respectful, purposeful, and well-prepared questions. - Demonstrate active listening and professional communication in a live partner interaction. - Revise problem definitions and solution ideas based on partner feedback. - Identify how partner feedback changes the scope, direction, or intended use of the final deliverable.	Partner Insights Memo due 11:59 PM on the day of class
Week 11 Nov 16 – 22	Human Centred Design Sprint: Workshop 4: Ideation, Prototyping, and Knowledge Translation: - Students synthesize what they learned, generate ideas, create insight statements and “How Might We” questions, build a prototypes, and translate their concept into a usable knowledge product for the partner. Activities - Ideation, Prototyping and Knowledge Translation - Group work on Community Impact Project Deliverable	- Define knowledge translation and explain why it matters in community-engaged learning. - Distinguish between information sharing, knowledge translation, and knowledge exchange. - Adapt a solution or recommendation for a specific audience, context, and use case. - Identify accessibility, implementation, and usability considerations for community-facing deliverables.	

Week	Lecture Theme & Activities	Class Learning Outcomes By the end of the class, students will be able to...	Assignment Due Dates
Week 12 Nov 23 – 29	Human Centred Design Sprint: Workshop 5: Preparing for the Community Knowledge Exchange • Prepare to present solutions in a way that is concise, compelling, respectful, and useful to community partners • Connect 3GR0 Community Impact Project experience to career development and transferable skills Activities • Group work on Community Impact Project Deliverable	1. Create a knowledge product that helps the community partner act on the team's work. 2. Demonstrate how community engagement, human centred design and knowledge translation informed the final deliverable.	Community Knowledge Translation Briefing Note due 11:59 PM on the day of class Community Impact Project Deliverable due 11:59 PM on the day of class
Week 13 Nov 30 – Dec 6	3GR0 Community Knowledge Exchange • Share Community Impact Project Deliverable with community partners, peers, and the McMaster community • See Avenue for event locations and schedule	1. Engage in reciprocal knowledge exchange with community partners and peers. 2. Reflect on how the Community Impact Project developed professional skills, ethical leadership, and readiness to work across sectors.	Career and Leadership Reflection due 11:59 PM on Friday, Dec 4 Community Impact Project Reflection and Peer Evaluation due 11:59 PM on Friday, Dec 4