



SCHOOL OF ACCESS

EMPLOYMENT TRAINING AND PREPARATION

COURSE OUTLINE

ETP 038 DIRECTED STUDIES - WINTER 2018

Class Times: Mondays 10:00-12:00; Thursdays 10:00-11:00 & 2:00-3:00

Lab: Wednesdays 1:00-3:00

Instructor: Mark Fournier

Office: Interurban Campus, Portable A, Room 102A

Office Hours: Monday, Tuesday, Wednesday and Thursday 8:30-10:00, 12:30-12:00; & 3:00-4:00
Friday by appointment.

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COURSE PURPOSE

The purpose of this course is to help students improve employability by developing and practicing essential skills as well as exploring areas of personal interest relating to employment.

COURSE OUTCOMES

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

- List different ways of presenting information
- Identify areas of personal interest
- Describe skills and characteristics important for employment
- Identify relevant learning objectives
- Make plans to achieve learning objectives
- Find relevant, useful and reliable information
- Create a presentation
- Present information and original work
- Assess progress in employability

ATTENDANCE

As a reflection of workplace standards, students are expected to arrive on time to all classes and labs ready to learn. Students are expected to provide sufficient notice for all absences and late arrivals. Please note that two late arrivals will be recorded as one absence. Students are expected to minimize any disruption if arriving late or leaving early.

EVALUATION PLAN

ETP 038 DIRECTED STUDIES WINTER 2018

COURSE EVALUATION METHODS	
1. Career Project & Presentation	/27
2. Group Project	/20
3. Learning Journals	/20
4. Personal Interest Project	/10
5. Opening and Closing Circle	/13
6. Learning Group (ETP 2 Students)	/10
7. Job Search Documents (WPLN Students)	/10
Total	/100

GRADE	DESCRIPTION
COM	Complete: The student has met the goals, criteria, or competencies established for this course. 50%-84%
DST	Complete with Distinction: The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course. 85%-100%
NC	Not Complete: The student has not met the goals, criteria, or competencies established for this course. 0%-49%
I	Incomplete: A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	In progress: A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)
CW	Compulsory Withdrawal: A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

CAREER PROJECT & PRESENTATION 27%

Description	This project is intended to help students explore specific jobs or types of work. Students will research what work is like in a specific setting and report on the following: <ol style="list-style-type: none">1. Working conditions and what workers do.2. The qualifications, experience and skills expected of workers.3. Why you are interested (or not) in this type of work.4. What you learned about the work5. What you will do as a result of this learning.
Specifications	<ol style="list-style-type: none">1. Submit an Outline stating the following:<ol style="list-style-type: none">a. type of work you are researchingb. Three questions you have about the workc. How you are going to find the informationd. The format you will be using for this project2. Seek instruction and guidelines specific to the format you will be working in.3. Ask for guidance as needed.4. Submit a first draft of your project<ol style="list-style-type: none">a. Answer all questions listed above in the descriptionb. Answer the questions you listed for yourselfc. Include a list of sources for your information and content5. Revise your draft using the feedback given from you instructor. Ask about any comments you do not understand. Seek feedback on your progress.6. Submit a final draft7. Present your Project to the class (10 minutes)<ol style="list-style-type: none">a. Use your project as a prop for your presentation.b. Introduce yourself and your topicc. Describe how you did your research... where did your information come from?d. Explain why you chose the format that you did.e. Answer the questions in the project description above.f. Tell us how this project has impacted youg. Thank your audience and ask if there are any questions
Due Date	Outline 3/27: February 26th 2018 First Draft 4/27: March 21st, 2018. Final Submission 10/27: April 4th, 2018. Presentations10/27: April 4th & 11th 2018

GROUP PROJECT 20%									
Description	<p>Students will decide on a project that all students can contribute to such as a newspaper, magazine, book (anthology), drama production, video, audio visual presentation, blog, podcast.... Each student will negotiate a way to contribute to the project and will follow through on their commitments.</p> <p>Students should check in regularly with the instructor regarding their progress and seek help as needed. Students should submit a first draft of their work for review and comments by instructors and peers. Use this feedback to make changes so that your work is the best it can be.</p>								
Specifications	<p>Details will be decided through a group process.</p> <p>You will be graded by your peers and yourself using the rubric below.</p>								
Grading Rubric									
Scale	0	2	4	5	6	7	8	9	10
Peers 10 Self-10 Total 20	Student's contribution needs further work. Work is not to the best of student's ability or does not meet the specifications and spirit of the project.	Student makes a sufficient contribution to the project. Work is consistent with student's ability and meets the specifications and spirit of the project.		Student's contribution stands out as an exceptional contribution. Work highlights student's creativity, talent and effort and raises the quality of the project.	Student makes an outstanding contribution. Work is at a very high level and is central to the project's success.				
Due Date	<p>Outline: January 31st, 2018</p> <p>First Draft: March 7th, 2018.</p> <p>Final: March 28th, 2018. late submissions accepted no later than 1:00 April 4th</p> <p>Self-assessment and Peer-Assessment April 16th</p>								

LEARNING JOURNALS 20%

Description	<p>Learning Journals are meant to be both a record of your learning and an opportunity to think back on what you learned. Express yourself using writing, drawing, maps, charts, cartoons, collage, mind maps, diagrams, and/or bullet points. Entries should be dated and answer the following questions:</p> <ol style="list-style-type: none">1. What? List the learning activities you did for the day.2. So, what? What did you learn? How is meaningful to you?3. What Now? What will you do as a result of this learning? <p>This assignment is meant to help you reflect on your learning. Not everyone will be able to complete a learning journal as assigned. Learning journals can be customised to meet your individual learning needs. Please talk to the instructor if you need to change how you do this assignment. For example arrangements can be made to make weekly oral submissions.</p>
Specifications	<p>Please provide 4 entries a week in your journal, submitted by</p> <ul style="list-style-type: none">• Date each entry• Answer the three questions listed above. (1 point each)
Due Date	Weekly by 3:00 pm on Thursdays. Late entries accepted until 9:00 AM Friday.

PERSONAL INTEREST PROJECT & PRESENTATION 10%

Description	<p>This project is intended to help students learn to create a presentation. Students will choose a topic they are interested in and familiar with. Then they will create material to teach demonstrate or show their topic Here are some options:</p> <ul style="list-style-type: none">• Essay• Power Point• Poster board• Photo essay• Video• Audio recording• Live theater• Active Learning Exercise <p>Students will then present their work orally. Presentations Should include</p> <ol style="list-style-type: none">1. Introduction of yourself and your topic2. A brief outline of your topic. What is it all about?3. How the topic is meaningful to you. Why did you want to share this topic?4. Why you chose to present the material in the way you did.5. What you learned6. How you might use what you learned7. Questions.
Specifications	<p>Students will earn 5 points for material that is complete, well organized, clear and informative</p> <p>Students will earn 5 points for a five minute presentation that is well organized, answers the above questions, uses original teaching materials and is close to 5 minutes in duration.</p>
Due Date	<p>Outline: January 11th, 2018</p> <p>First Draft: January 17th, 2018.</p> <p>Final Submission 5/10: February 7th, 2018.</p> <p>Presentation 5/10: February 7th, 2018</p>

OPENING AND CLOSING CIRCLE (0.5 POINT EACH/13)	
Description	<p>Opening circle has three main purposes. First is to help others in the group understand how best to work with you. The second is to set the tone for yourself and the third is to support good teamwork. Setting weekly learning goals will help you stay focused. Opening circle will occur at the start of classes each week; and, students will be asked to share about the following</p> <ul style="list-style-type: none"> • How you are showing up in terms of energy level, mood, outlook, attitude • Any learning needs you may have • Learning goals for the coming week. <p>Closing Circle will occur at the end of classes each week. Students will be asked to share about the following:</p> <ul style="list-style-type: none"> • Their week went at college • Their learning through the past week, • Decisions or actions that follow from their learning • Learning goals for next week.
Specifications	Students are expected to participate in opening circle even if it is to say that they have nothing to share today. Students will earn 0.5 points for each offering. Offerings must be appropriate, respectful and demonstrate engagement with learning.
Due Date	Monday mornings and Thursday afternoons. No late submissions.

ETP 2 LEARNING GROUP (1 POINT EACH/10)	
Description	<p>This assignment is only for students enrolled in Employment Training and Preparation 2. Students will meet once a week to share their learning at work experience placements. Students will present weekly oral reports containing the following:</p> <ul style="list-style-type: none"> • Introduce yourself and describe your work experience placement including your tasks and duties. • Update us on what you have done for the past week. • Tell us what is going well. • Reflect on what could be better. • What will you do to make it better? • Choose a learning activity or challenge for the coming week of work experience. <p>Practice active listening while others are speaking. Ask good questions. Be supportive, Learn from others. Discuss issues as they arise.</p>
Specifications	One point will be earned for each complete report.
Due Date	Weekly on Monday mornings. No late submissions.

WPLN JOB SEARCH DOCUMENTS 10%

Description	<p>This assignment is only for students enrolled in Workplace Literacy and Numeracy. On Monday mornings after opening circle Students will have time to explore and create job search documents. Students will work with an Instructional Assistant to engage in some of the following activities:</p> <ul style="list-style-type: none">• Practice completing job application forms both paper and online.• Completing, updating and editing resumes in MS Word.• Practice distributing resumes electronically in PDF format.• Practice printing resumes from Word and PDF formats.• Compile a physical portfolio• Create an electronic portfolio or Video Resume• Practice interview skills• Explore web-based job search tools• Explore social media for career development such as Linked In <p>Students will work with the instructional assistant to choose tasks that are both manageable and challenging.</p>
Specifications	<p>Students are encouraged to focus on activities that support both literacy learning and career development. Students will be assessed according to the following parameters:</p> <ul style="list-style-type: none">• Effective use of time• Appropriate level of challenge• Quality and quantity of work in relation to literacy level.• Task completion• Asking for help when needed.• Progress in learning demonstrated in the way that the student and instructional assistant agree.
Due Date	<p>Due dates for each task will be negotiated between each student and the instructional assistant. Students who are not meeting agreed upon timelines will be expected to meet with the instructor and/or instructional assistant outside of class time to explore time management and organizational strategies.</p>