

University of Waterloo
Stratford School of Interaction Design and Business
GBDA 403 Working in Teams
Fall 2019
10:00 a.m. to 12:50 p.m., Mondays; DMS 3022/3024

Instructor Information

Instructor: Linda Carson
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You can expect email replies by the next business day.

Course Description

This course is intended to help you update and strengthen your job application materials. If you already have a strong portfolio, this is the time to update it to showcase your recent internship and skills development.

Course Goals and Learning Outcomes

Upon completion of this course, students should be able to:

- A. Articulate their current career goals and professional identity
- B. Fine-tune their résumé to highlight their fit to a specific job posting
- C. Write a clear, persuasive, professional cover letter fine-tuned to a specific job posting
- D. Describe the professional value of their academic, extracurricular and workplace experiences
- E. Show sector- and role-appropriate assets, such as a portfolio, to provide evidence of their skills and experience

Lectures, Readings, Discussion Board, and Coaching

There will be only two lectures: Monday, September 9th, and Monday, October 21st.

There will be weekly readings to support your independent study and assignments. Be intentional and selective about the readings. Not everything will be directly relevant to your career stage or plans. Not everyone needs the same depth or details.

I will answer questions of general interest—such as clarifications of deliverables or a rubric—on a discussion board on LEARN so that everyone benefits.

I will reserve class times for optional one-to-one coaching appointments. We can meet in person at Stratford, or by Skype. People working on their major reflective report will have first priority booking coaching appointments during the weeks of September 9th and 16th.

Studying remotely

This is a popular term to study abroad so you may be taking GBDA 403 remotely. After each lecture, I'll post a video, slides, and transcript so you can "keep up" in the mode that suits you best. You will be responsible for completing all of the same assignments as your classmates in Stratford, and it is up to you to check the syllabus and LEARN regularly.

Textbook and course readings

There is no textbook for this course. I will provide links on LEARN to readings and activities to support your skill development and assignment completion.

Video captures of the lectures will be posted after the class meetings, along with the slides and a transcript. While the main intent of these resources is to support the success of students studying remotely while on exchange, everyone is welcome to use them.

Lecture videos, slides, and transcripts are the intellectual property of your instructor and they are for your individual private use only. Please do not post them to off-campus resource-sharing sites. That would be a violation of academic integrity and my copyright. I do not grant you permission to upload or share my intellectual property, and I strongly encourage you to review [the University's policies on external organizations providing access to our course materials](#).

Course Requirements and Assessment

Assignment details will be explained in class and on LEARN. You will also find assignment rubrics, grades and personalized feedback on LEARN throughout the term.

Assessment	Date of Evaluation	Weighting
Introductory reflection	June 15	5%
Major reflective report	Sept. 16	25%
Updated résumé	Oct. 7	10%
Contrasting job applications	Oct. 28	20%
Updated portfolio or equivalent assets	Nov. 11	20%
Career reflection	Dec. 2	20%
Total		100%

Unfortunately, LEARN cannot preview .pages format files for marking and I cannot open them on my Windows system. Please submit all written work in PDF format unless you have made other arrangements with me in advance. If I need to ask you to resubmit work because it's not a PDF, I may apply the late penalty.

As always in academic writing, when you mention the ideas or work of others, you must attribute those ideas and work to their sources with both an in-text citation and a reference in the Works Cited list. Here is [one of many places to learn about MLA style](#), which is well-suited to most academic writing in the arts and humanities. When you have read the syllabus, you can earn a bonus mark by uploading a picture of one of your favourite artworks, with a citation in MLA style of where you found it online, to the dropbox on LEARN. For example:



Morton, Ree. *Don't worry, I'll only read you the good parts*. 1975. Annemarie Verna Galerie, Zurich. *Art Basel*, <https://www.artbasel.com/catalog/artwork/52354/Ree-Morton-Don-t-worry-I-ll-only-read-you-the-good-parts>. Accessed January 2018.

Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. You have the opportunity to pre-screen your own work and use the feedback from Turnitin® to find and fix any errors in quotation and citation before your final submission. Students will be given an option if they do not want to have their assignment screened by Turnitin®. Approach me in the first week of the term if you prefer to make alternative arrangements to the use of Turnitin® in this course.

Introductory Reflections was DUE on LEARN on June 15

Short introductory reflection (250-300 words) about a personal strength that will have value in the workplace (as described in email and on LEARN during the spring term)

Major Reflective Report DUE on LEARN on September 16

Reflective essay (6-10 pages) about your professional development (as described in email and on LEARN during the spring term)

Updated Résumé DUE on LEARN on October 7

Application-ready résumé updated to include your 2019 employment history (details to be announced on LEARN and in class)

Contrasting job applications DUE on LEARN on October 28

Customized cover letters and résumés for two real-world job postings or further education (details to be announced on LEARN and in class)

Updated Portfolio DUE on LEARN on November 11

Interview-ready portfolio or equivalent assets (details to be announced on LEARN and in class)

Career Reflection DUE on LEARN on December 2

Short reflective essay (2-3 pages) using the ORID model and guiding questions to reflect on your current career plans (details to be announced on LEARN and in class)

Course Outline

Students will naturally vary widely in their interests, experience, and career goals. That is why most of this course will be conducted through independent study. Each of you can personalize the focus and depth of your reading to your own needs, and book time for optional one-to-one coaching (especially if and when you are dissatisfied with your progress).

Class	Date	Topic	Deliverables
1	Monday, Sept. 9	LECTURE: Intro, assignments & reflective writing	
2	Monday, Sept. 16	Career planning	Major reflective report
3	Monday, Sept. 23	Effective résumés	
4	Monday, Sept. 30	Cover letters	
5	Monday, Oct. 7	Interviews	Updated résumé
		Thanksgiving and Study Break	
6	Monday, Oct. 21	LECTURE: Portfolios and other assets	
7	Monday, Oct. 28	Case studies	Job applications
8	Monday, Nov. 4	Case studies and NDAs	
9	Monday, Nov. 11	Salary research	Portfolio
10	Monday, Nov. 18	Further education	
11	Monday, Nov. 25	Curriculum Vitae ("C.V.")	
12	Monday, Dec. 2	References	Career reflection

Late Work

If you encounter extenuating circumstances—such as illness, injury, or a family emergency—that could delay your work or interfere with your progress, please talk to me privately so we can negotiate appropriate accommodations to keep you on track and thriving. Otherwise, late assignments will be penalized 10% per week and this cannot be recovered. I cannot guarantee to provide detailed or timely feedback on late assignments. I will stop accepting late assignments after December 9.

Electronic Device Policy

Cell phone conversations are disruptive in class; if you need to take a call, please leave the room. Mute your cell phone, laptop and other devices before you arrive so as not to interrupt the class or disturb your classmates. Thank you.

Attendance Policy

GBDA 403 is being completed by students in Stratford and on exchange. Class attendance is entirely voluntary but each of you is responsible for reading the syllabus closely, keeping up with the lectures, readings, and assignments.

Territorial Acknowledgement

The Faculty of Arts acknowledges that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River. The Stratford School of Interaction Design and Business is situated on the traditional territory of the Anishinaabe, Haudenosaunee, and the Ojibway/Chippewa peoples. This territory is covered by the Upper Canada Treaties.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#).

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

Other sources of information for students

[Academic integrity](#) (Arts)
[Academic Integrity Office](#) (uWaterloo)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services office](#), located in Needles Hall Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.