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**BRIGHTER WORLD**

ENGINEER 3CX3 A/B

EXPERIENTIAL LEARNING IN COMPLEMENTARY STUDIES

Fall 2022 Winter 2023

I, Shelir, would like to respectfully acknowledge that McMaster University is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the “Dish with One Spoon” wampum agreement. Wampum belts are beads bound onto strings which narrate Haudenosaunee history, tradition, and laws. The “Dish With One Spoon” wampum was created to bind the nations of the Haudenosaunee Confederacy to the Great Law of Peace. The “Dish” represents the shared land, while “One Spoon” reinforces the idea of sharing and peace.

To say that is to acknowledge a debt to those who were here before us and to recognize my responsibility, as a guest, to respect and honor the relationship Indigenous peoples have to this land. May we be guided by love and right action as we transform of our personal and institutional relationships with our indigenous friends and neighbors.

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**Instructor:** Shelir Ebrahimi, Ph.D., P.Eng.

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Office Hours: Scheduled as needed

**Our Amazing TA:**

- TBD

Some content and rules may be modified as we go through the course. Instructional Team will make sure to communicate any changes ahead of time with students and provide clarifications and reasoning behind any changes. It is the responsibility of the students to check Avenue to Learn daily during the term and to note any changes.

We consider this classroom to be a place where you will be treated with respect, and we welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. Non-inclusive behavior will not be tolerated. We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to our records.

I also, have a goal to create a safe environment, especially now that we have to do most part of the course virtually, where you should feel comfortable bringing forward or discussing any concerns, issues or suggestions regarding the delivery or inclusivity of this course. Do not hesitate to reach out to me; it is my job to make your learning experience as positive as possible.

**Email Policy:**

Any emails to the course instructor or TA should include '3CX3' in the title, and must be sent from your McMaster email account. Please include all past correspondence to easily keep track of discussions, and please include both Shelir and TA on all course emails (this will expedite a reply from us).

**COURSE DESCRIPTION:**

This course will provide students an opportunity for formal recognition of experiential learning achieved through a substantial contribution to a non-technical co-curricular activity. The course is structured to maximize the value of the skills students learn during their extracurricular involvement, to develop additional relevant skills, and to better articulate the skills students possess going forward. Classroom time will largely be structured in an online workshop-style format, relying heavily on peer-to-peer interactions. This course will require students to take ownership in directing their own learning in the form of selecting appropriate workshops and deliverables relevant to their own learning goals. This course will allow Engineering students to obtain credit in complementary studies, however students from any Faculty or program are welcome to enroll.

**CO-REQUISITES:**

Level II or higher: students may enroll from any discipline/faculty, this course is not restricted to engineering students Substantial time and energy contribution to a non-technical co-curricular activity: concurrent involvement in at least one extracurricular club/group/team, with a significant role that is primarily non-technical in nature. This can be a role on a non-technical club, or a non-technical role within a technical club. Instructor approval required, following verification of the student’s role and commitment with the club or team.

**WEBSITE:** The Avenue to Learn website will be used as the primary location for posting course materials including lecture slides, course notes, tutorial problems and solutions, assignments and solutions, announcements, etc. Marks will be disseminated through Avenue as well.

**CLASS MEETING DAY/TIME/DURATION AND LOCATION:**

Classes will be held synchronously through an online meeting platform (TBD, but likely Microsoft Teams, and/or Zoom). Our class is scheduled to be on Mondays 7:00 – 10:00 pm. We most likely use the scheduled time to hold our workshops and course related activities. Students will be consulted at the beginning of the course to make sure the schedule works for everyone. If needed, polling software will be used to accommodate for students’ existing schedules.

Students will only need to attend a subset of classes, so there should be ample opportunities to avoid conflicts. Class recordings will be made available where possible for asynchronous access. Please see Avenue to Learn for links to the scheduling polls.

**INTENDED COURSE-LEVEL LEARNING OUTCOMES:**

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

1. Appreciate the complexity, and value the importance of non-technical / professional / durable skills, and be aware of potential development opportunities.
2. Identify specific skills for development related to extracurricular roles and beyond, set relevant and achievable learning outcomes aligned with personal goals, and plan a strategy for learning in a peer-to-peer environment;
3. Apply intentional approaches and develop self-awareness towards one’s own learning processes, as determined by and through the process of critical reflection and experiential

learning;

4. Articulate skills developed from experiences in a tangible manner, by conveying through appropriate mediums (e.g. LinkedIn, resume, job interviews etc.);

## COURSE STRUCTURE

The course is structured to maximize the value of the skills students learn during extracurriculars, to develop additional relevant skills, and to better articulate the skills students possess going forward. Classroom time will largely be structured in a workshop-style format, relying heavily on peer-to-peer interactions, and will focus on developing skills such as:

- leadership and management,
- Self-directed learning,
- Teamwork and conflict management,
- Communication,
- Budgeting and sponsorship, etc.

Students will choose from different deliverables that align with their goals and their extracurricular duties, allowing students to track progress throughout the year, resulting in a tangible outcome demonstrating the skills that have been developed.

To promote student ownership of their learning, and to ensure that the course supports relevant learning aligned with student goals, students are only required to attend **three (3)** out of the total five (5) (or maybe 6) workshops offered. This does not include Workshop #0 – Reflection, which is **mandatory**. However, students may attend more than three workshops if they choose.

As the workshops are not finalized yet, the final list and descriptions of available workshops will be released closer to the September 2022.

## COURSE ASSESSMENTS

Engineer 3CX3 is a **graded** course, meaning that students must achieve a minimum course grade of 60%, AND submit **all** assessments to pass the course. Assessments will be evaluated in a numerical grade-based fashion for the primary purpose of providing students with formative feedback. A primary intent of this course is to help students develop into self-directed learners, and feedback is a critical component of learning. Engineer 3CX3 is a unique course in that students enrolled will be from a variety of programs and levels of study. Therefore, assessment criteria may need to be adjusted over the course of the year to better accommodate everyone. The instructor reserves the right to adjust any of the assessment criteria, however, students will be consulted to ensure fairness.

### ASSESSMENT OVERVIEW

Assessment	Due Date (tentative)	Weight (%)
Goal Setting Reflection	Mid October	10
Workshop Activities	1 Week post workshop	30
Choose Your Own Adventure Proposal	Early January	10%
Mid-point Portfolio	December	15

Assessment	Due Date (tentative)	Weight (%)
Choose Your Own Adventure Final Deliverable	March	20%
Final Portfolio	April	15

**Note:** All course related documents and assignments will be submitted on Avenue to Learn.

**ASSESSMENTS DESCRIPTION**

**Goal Setting Reflection:** By reflecting on the whole of your extracurricular experiences to date, you will identify your primary goals for the course, what you are hoping to learn, and how to measure success. The goals will serve as a compass for the other elements in this course, which will measure your progression. This will closely link to your Term 2 ‘Choose-your-own-Adventure’ project.

**Choose-your-own-Adventure’ project:** You will pick your own project for the course. This should align with your own goals, and be relevant to your extracurricular role/duties. The idea is to be applying what you’ve learned so far to contribute something valuable to your club or team. Examples could include:

- Writing relevant Standard Operating Procedures (SOPs),
- Establish official transition protocols for member roles,
- Adapt and deliver a relevant 3CX3 workshop to your extracurricular team,
- Develop a relevant ‘workshop’ based on extracurricular role/team and deliver to 3CX3 class (→ Showcase Event day!)
- Propose your own!

**Course Statements**

**MISSED COURSE WORK, EXTENSIONS, AND LATE PENALTIES:**

Late penalties for all Reflection assignments will be a deduction of 10% per day. Any requests for extensions must be received at least 48 hours prior to deadline to be considered. In the event that a student cannot attend three (3) of the offered workshops in Term 1, they will be responsible for identifying and attending other relevant workshops at McMaster that focus on non-technical skills.

Workshop eligibility must be discussed with the course instructor prior to attending the workshop. Reflection assignments will still be due 2 weeks post workshop. Given the flexible nature of the ‘Choose-your-own-Assessment’ project, and that the metrics for success (including due date) will be proposed by the student and discussed with the course instructor, these activities should proactively accommodate student schedules. Any instance that falls outside these circumstances will be dealt with on a case-by-case basis.

**EXTRACURRICULAR ELIGIBILITY**

Your extracurricular involvement will have been verified prior to your enrolment in this course, however if your involvement does not meet the expectations agreed upon at the outset of this course, the instructor reserves the right to deny credit. Any instances will be informed by discussion between the instructor and the contact reference provided by the student during

enrolment. Some extracurriculars may be closely linked to outputs or deliverables that can serve to verify a student's involvement. For example, students enrolled in the MacChangers program, must successfully earn the certificate of completion granted at the end of the program to earn 3CX3 credit.

#### **GRADE APPEAL**

All queries or appeals of marks received on course work should be directed to Shelir no later than two weeks after releasing the grades. Any request after the deadline will not be accepted.

#### **University Policy Reminders**

##### **ACADEMIC INTEGRITY**

You are expected to exhibit honesty and use ethical behavior 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 behavior 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, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

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. A2L, 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).

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

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), 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](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.

### **REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK**

McMaster Student Absence Form (MSAF): 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”.

### **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 the 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, labor disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.