



**SNDY INTP 3348**

**Global Internship**

**Workshop**

**CAPA SYDNEY PROGRAM**

### **Description**

The *CAPA Global Internship Workshop* is a unique educational experience that gives students the opportunity to combine workplace experience in a different social and cultural context, whilst also developing professional skills and earning academic credit.

The Workshop is designed to enable you to contextualize and analyse the wider significance of your internship activities. Through your internship and associated learning activities, you will reflect on your own experience in terms of personal and professional development. Topic modules are designed to provide a background in relevant theory and practice through set readings and reflective discussions/postings will enrich the internship experience as you integrate all aspects of learning with the internship itself.

### **Aims**

1. To build, develop and document your analytical and critical thinking skills about the internship experience.
2. To link the internship experience with a consideration and analysis of current and historical aspects of Australian working culture so that you can then compare these with the US workplace and culture.

4. To actively participate in the life of your host culture through your internship placement.
5. To be able to demonstrate a deeper understanding of the host organization culture through the completion of written reflections.
6. To create a participative and critically challenging Workshop to promote personal development.
7. To provide an assessment framework that requires students to demonstrate participation, skills development, and professional awareness within a rigorous academic context.

## **Requirements and Prerequisites**

The learning and assessment tasks described in this document carry the internship credit on student transcripts (under the name Learning Through Internships). All students must be participating in a CAPA internship placement to participate in the Workshop for credit. A passing academic grade will not be awarded unless you complete the minimum required site internship hours.

## **Student Learning Outcomes (SLOs)**

On completion of the Workshop students will be able to:

1. Understand the value and uses of technology to study and work globally
2. Discuss theories concerning, and provide practical (and personal) examples of intercultural competence - in order to function effectively in a globalized and multicultural environment
3. Demonstrate an understanding of, and the value for, individual and collaborative research and work
4. Evaluate the validity of a variety of management theories and models in terms of their practical and conceptual value
5. Discuss theories and provide examples of group formation stages and team roles in different settings
6. Communicate effectively (writing and orally), both formally and informally, to different audiences
7. Demonstrate an understanding of critical thinking and its application in business and research/study
8. Design and deliver competent business / professional presentations
9. Prepare a professional resume and cover letter and to be familiar with different on-line work-related websites, such as LinkedIn and networking opportunities
10. Demonstrate good interview preparation and interview skills to articulate with confidence the value of interning and living abroad as it relates to one's major, career objectives and skill-sets.

## **Developmental Outcomes**

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

## Class Methodology

There are two components to the Global Internship Workshop. The site-based internship provides you with a unique opportunity to learn by active participation at a host organization in order to develop skills and aptitudes relevant to your career aspirations, critical analytical skills, and to further your professional development. You will be able to develop self-confidence, self-awareness, and an awareness of others in a practical setting. You will also be able to initiate the development of a network of international contacts to assist your future career.

In preparation for the site-based internship, all internship students attend an Internship Orientation prior to week 1, with an introduction to the internship experience and the workshop. This is led by the CAPA Internship Team. It covers initial expectations, advice on interview matters, a general introduction to workplace cultures and communication styles in Australia, and an overview of the online learning activities.

The learning component through online and in-person forums is for you to connect your experience at the internship to broader social and cultural contexts and relevant theoretical frameworks. The learning activities will reveal the nature of Australia's workplace dynamics and allow you to research different aspects of the workplace that are reflected in your internship. As well as providing an opportunity for reflection and application to your internship, the online reflective journals enable us to provide support as and when needed. CAPA Faculty and the CAPA Internship Co-ordinator will monitor this and respond to any issues you raise.

## Assessment and Grading

The assessment tasks for this course are designed to build on each other. Journaling will feed into your video essay and individual interview.

Assessment	Weight	SLO
1. Participation	20%	1, 2, 3, 4, 5, 6, 7
2. Written Assessment (online posts)	40%	1, 2, 4, 5, 7, 9, 10
3. Team video essay	25%	1, 3, 6, 8, 10
4. Individual interview	15%	1, 2, 4, 6, 9, 10

Grading policy:

Descriptor	Alpha	Numeric	GPA	Requirements
<b>Excellent</b>	A	93+	4.0	Shows superior use and understanding of extensive literature beyond the textbook and notes
	A-	90 - 92	3.7	
<b>Good</b>	B+	87 - 89	3.3	Shows significant use and understanding of extensive literature beyond the textbook and notes
	B	83 - 86	3.0	
	B-	80 - 82	2.7	
<b>Average</b>	C+	77 - 79	2.3	Shows a clear understanding and some insight into the material in the textbook and notes, but not beyond
	C	73 - 76	2.0	
<b>Below Average/ Poor</b>	C-	70 - 72	1.7	Fails to show a clear understanding or much insight into the material in the textbook and notes
	D+	67 - 69	1.3	
	D	60 - 66	0.7-1.0	
<b>Fail</b>	F	<60	0	Shows little or no understanding of any of the material
<b>Incomplete</b>	I			Please see CAPA policy in Faculty Handbook

## 1. Participation (20%, ongoing)

There are two components to the participation assessment:

- Your Supervisor will complete an evaluation of your performance during the internship and this component will reflect their overall assessment of your performance.
- You are also expected to attend and contribute to the seven in-class sessions. Please review the following table as a guide to how you will be evaluated:

Grade	Discussion	Reading
<b>A range</b>	<b>Excellent:</b> consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
<b>B+</b>	<b>Very Good:</b> frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
<b>B / B-</b>	<b>Satisfactory:</b> frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts, but tends not to analyse them.
<b>C range</b>	<b>Poor:</b> sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
<b>D / F</b>	<b>Very Poor:</b> rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

## 2. Written Assessments (40%)

*Online posts - Weeks 1, 2, 5, 9, 11*

You are asked to maintain an online journal, to be updated on/by Sunday following your week of interning. The word count of the journal needs to be between 350 - 500 words. This journal is only visible to Faculty and your CAPA internship advisor. The journal is a place for you to track your own progress and development and to raise any questions you may have about how to address issues in the workplace,

enhance your performance, or otherwise make a strong contribution to your internship site. You should also consider the extent to which your actual experience aligns with your expectations, difficulties and issues that have arisen, what you are enjoying so far, your achievements, and any other specific events during the week and their effect on you.

The topic and readings for these weeks will also include prompts for reflection so make sure you check CANVAS/the syllabus before doing your journal posting. Faculty will respond to your journal to help keep you on track and may ask you to respond on particular points in your next post. **Your response to the topic must reference the set reading. If there is no evidence of engagement with the reading you will be marked absent for that online class and given zero marks for that week.** You are also expected to read your Faculty response and incorporate any suggestions or advice into subsequent postings.

### **3. Team Video Essay (25%)**

*Due: 5pm, Sunday 14 April 2019;*

*Films to be aired in class on Monday 15 April.*

*Outline of video to be submitted by Sunday 17 March (week 8) for feedback*

This assessment task is a 3-5minute video essay to be completed as a team effort working in assigned teams. The essay is a structured collage of video, text and graphics with audio that presents what you have individually and collectively learned during your internships. The learning may relate to personal development, preferences for future employment (types of organizations, management and leadership styles, size, etc.), technical or skills related learning, development of inter-cultural competency and draw on your individual essays.

Resources have been provided on CANVAS to help you develop your video-essay. The video must be uploaded to CANVAS no later than 5pm Sunday 14<sup>th</sup> April and will be showcased in the final in-person class.

### **4. Individual interview (15%)**

*Due: 10pm Friday 5 April (week 11)*

*Reflect on mock interview completed with an interviewer in the previous weeks. You are also required to submit your Individual Interview by 10pm Friday 5 April.*

For this assessment task students will complete an interview that is designed to draw out the key lessons learned from the internship abroad experience, especially as it relates to future employment and career. They will then write a reflection on the interview, addressing three questions that are provided. The assessment is based on the quality of the assessment uploaded with their resume and cover letter to Turnitin. The word count for the reflection is 1,000 words (+/- 10%).

## Course Materials

### *Required Readings*

There are no required texts for this course however the set readings listed in the weekly schedule are required. The Learning Management System will log your activity in doing the readings and this will be reviewed when assigning your grades.

### *Recommended Reading*

You may find the following references useful for your Workshop:

- Belbin, R. M. 2012. *Team Roles at Work*. 2nd Ed Hoboken: Taylor and Francis.
- Clegg, Stewart and Hardy. Cynthia (2006). *The SAGE Handbook of Organization Studies*, Sage 2nd Edition, London: SAGE
- Schweitzer, H.F., King M.A., 2009. *The Successful Internship*. 3<sup>rd</sup> Edn. Belmont CA: Brooks/Cole
- Stewart R Clegg, Cynthia Hardy and Tyrone Pitsis (3rd Edition) (2011). *Managing and Organizations: An Introduction to Theory and Practice*, London: SAGE

### **Journals**

- Asia Pacific Journal of Human Resources
- Harvard Business Review
- Human Resource Management Journal; London
- Journal of Industrial Relations; Sydney
- Journal of Leadership and Organizational Studies
- Journal of Management Development; Bradford
- Management Development Review; Bradford
- Organization: The Critical Journal of Organization, Theory and Society

### **SUNY-Oswego Online Library Resources**

Students are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to the [online library resources of SUNY-Oswego](#). To access this resource, you must request access during the first week of the workshop.

## Weekly Schedule

Week	Activity
0	<p><b>Global Internship Orientation Thursday 17 January – refer your CANVAS Workshop Calendar for details of time and venue</b></p> <p>During orientation there will be an introduction to the online learning activities of your internship Workshop and a discussion of important criteria for successful internships. It will be an opportunity for the Faculty to meet you, you to meet the Faculty, and for you to meet other students.</p> <ul style="list-style-type: none"> <li>• Faculty Introductions</li> <li>• Overview of Learning Activities</li> <li>• Video Essay group formation and information</li> </ul>
Seminar 1	<p><b>Online Journal - Learning from experience due 10 pm Sunday 27 January</b></p> <p>This week you have two activities:</p> <ol style="list-style-type: none"> <li>1. Begin to reflect on your internship as a learning experience. Read the Daudelin article below then do your first weekly journal post. Your weekly journal gives you the chance to take the time to think about your internship experience. By reflecting on your experience you can begin to assess what motivates you, what you like/don't like, how you approach problems, how you socialise with others and so on. It gives you the opportunity to really learn about yourself.</li> <li>2. Complete your first entry, "Expectations and First Impressions", in your personal reflective journal. Remember to integrate, cite and reference ideas from the reading into your reflection. Also in your journal provide Faculty with a link to your LinkedIn profile if you have one. You will receive advice on this and you can develop it further throughout the semester as you wish.</li> </ol> <p><b>Reading Reference:</b></p> <p>Daudelin, M. (1996). Learning form Experience Through Reflection. <i>Organisational Dynamics</i>, Vol 24, No. 3:36-48</p>
Seminar 2	<p><b>Online Journal - Week in review due 10 pm Sunday 3 February</b></p> <p>This week you have two activities:</p> <ol style="list-style-type: none"> <li>1. Read the Belbin chapters below and use them to reflect on team roles in your workplace. Then do your second weekly journal post.</li> <li>2. Complete your second journal post, incorporating some of the ideas from the Belbin chapters into this journal entry. What team roles are operating in your internship</li> </ol>



Week	Activity
	<p>workplace? How have you observed your internship colleagues filling different roles? Where do you think you fit into the team you work with?</p> <p>Belbin, R. M. 2012. Team Roles at Work. 2nd ed Hoboken: Taylor and Francis. (Chapter 5 Coherent and Incoherent Role Profiles pp.47-60; Chapter 7 Managing Difficult Working Relationships pp.73-82)</p>
<p>Seminar 3</p>	<p><b>In person class – Intercultural flexibility and international experience – Monday 4 February, 4 – 5.30pm: Waratah Classroom.</b></p> <p>This week you have two things to do:</p> <ol style="list-style-type: none"> <li>1. Develop a short survey (5-10 questions) to administer to one person in your internship workplace that explores: <ul style="list-style-type: none"> <li>• What are the cultural values of Australian workplaces? What is considered important and/or valuable in the culture?</li> <li>• How might the culture have developed based on the history of Australia?</li> <li>• What would be considered taboo or culturally offensive in an Australian workplace?</li> <li>• What constitutes an effective communicator in Australian workplace culture?</li> </ul> </li> <li>2. Reflect on the findings of your survey, especially on the similarities and differences with the American work culture from places you have worked before or by administering an adapted survey to someone back home. Were the answers from your survey the same or different to your expectations? What was particularly interesting or shocking?</li> </ol> <p>Come to the class prepared to discuss your own assumptions about Australia and its people and the opportunity you have to develop intercultural flexibility.</p> <p>Draw on this article as it demonstrates the value to your career in developing this intercultural communication skills:</p> <p>Williams T.R. (2005). Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity. Journal of Studies in International Education Winter 2005 vol. 9 no. 4 356-371 doi: 10.1177/1028315305277681</p>
<p>Seminar 4</p>	<p><b>In-person class - Work Values – Monday 11 February 4 - 5.30pm: Waratah Classroom</b></p> <p>This week, you have three activities:</p> <ol style="list-style-type: none"> <li>1. Complete, score and reflect on the personal work values inventory using the materials on CANVAS.</li> <li>2. Read the two articles below.</li> <li>3. Think about how your personal work values (based on the inventory) match the values of the organization you are interning in? Drawing on the readings, have you encountered a defining moment in your career to date? If not, what would you find</li> </ol>

Week	Activity
	<p>challenging in dealing with such a moment? Speak to a member of your organisation and ask them if they have faced a defining moment. What was it and what did they learn from it? Come prepared to share your thoughts on these questions in class.</p> <p><b>Reading References:</b></p> <ol style="list-style-type: none"> <li>1. Ethics is not optional, Rushworth M Kidder, Association Management, 2001. Vol. 53, Issue 13; pg. 30-31</li> <li>2. The Discipline of Building Character, Joseph L. Badaracco Jr., Harvard Business Review, January 2006 <a href="https://hbr.org/2006/01/the-discipline-of-building-character">https://hbr.org/2006/01/the-discipline-of-building-character</a></li> </ol> <p><b>Other references:</b></p> <ol style="list-style-type: none"> <li>1. Work values inventory – See CANVAS</li> <li>2. Scoring guide for the work values inventory – See CANVAS</li> <li>3. Interpretative guide for the work values inventory – See CANVAS</li> </ol>
<p>Seminar 5</p>	<p><b>Online Journal – Week in review due 10pm Sunday 24 February</b></p> <p>This week you have one activity.</p> <ol style="list-style-type: none"> <li>1. You are required to make a general internship update on any happenings or observations that have taken place in your workplace over the last week. Consider how the “Communities of Practice” (reading by Wegner-Trayner) might be helpful to you/your company as a means of improving your/their performance.</li> </ol> <p><b>Reading References:</b></p> <p>Wegner-Trayner, E &amp; B. 2015. “Communities of Practice” found at:  <a href="http://wenger-trayner.com/wp-content/uploads/2015/04/07-Brief-introduction-to-communities-of-practice.pdf">http://wenger-trayner.com/wp-content/uploads/2015/04/07-Brief-introduction-to-communities-of-practice.pdf</a> (Links to an external site.)</p>
<b>MID-SEMESTER BREAK</b>	
<p>Seminar 6</p>	<p><b>In person class - Teamwork Styles – Monday 4 March, 4 - 5.30pm: Waratah Classroom</b></p> <p>This week, you have 2 activities:</p> <ol style="list-style-type: none"> <li>1. Read the Chapter from Belbin and review the Belbin website material on team roles.</li> <li>2. Reflect on working in teams. Can you identify some of the Belbin team roles in your internship? How well does your team perform? Have you worked in other teams that functioned well or teams that did not function so well? What characteristics did each of the members of the team have? Does this give you some insight into why some teams work well and why some don't? Come prepared to share your thoughts on these questions in class.</li> </ol>

Week	Activity
	<p><b>Reading References:</b></p> <p>Belbin, R. M. 2012. <i>Team Roles at Work</i>. 2nd ed Hoboken: Taylor and Francis. (Chapter 5 Coherent and Incoherent Role Profiles pp.47-60; Chapter 7 Managing Difficult Working Relationships pp.73-82)</p>
<p>Seminar 7</p>	<p><b>In-person class – Career Skills – Monday 11 March, 4 - 5.30pm: Waratah Classroom</b></p> <p><b>Submit video-essay outline by 10pm, Sunday 17 March</b></p> <p>This week, you have two activities:</p> <ol style="list-style-type: none"> <li>1. You are required to review the recommended reading reference and prepare a draft cover letter and resume to bring to the in-person class. This will be shared with a fellow classmate and faculty for formative feedback.</li> <li>2. You and your team need to develop the draft storyline for your group video essay and have one member of the team upload this to the discussion forum.</li> </ol> <p><b>Reading References:</b></p> <p>Youth Central. Applying for Jobs. Available at:  <a href="http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs">http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs</a></p>
<p>Seminar 8</p>	<p><b>In person class – Emotional Intelligence – Monday 18 March 4 - 5.30pm: Waratah Classroom</b></p> <p>This week, you have three activities before class:</p> <ol style="list-style-type: none"> <li>1. Read the Working with Emotional Intelligence book summary.</li> <li>2. Complete the Goleman Emotional Intelligence self-rate before class and bring your results to class to discuss.</li> <li>3. Use Goleman’s Emotional Intelligence model to observe your colleagues in the internship organization. Do those in leadership positions display emotional intelligence? Do others in the organization display high levels of emotional intelligence? What role does emotional intelligence play in the workplace dynamics? Come to class prepared with answers to discuss these topics.</li> </ol> <p>This week we study and apply Goleman’s Emotional Intelligence model. This model of understanding one’s own behaviour and how this impacts on others, assists us in revealing the Socratic maxim for self-discovery:</p> <ul style="list-style-type: none"> <li>• <i>“Knowing others is intelligence; knowing yourself is true wisdom. ... “Know Thyself.”</i></li> </ul> <p><b>Reading References:</b></p> <p>Goleman, D (1998) <i>Working With Emotional Intelligence</i>, Book Summary, Bantam Books.</p>

Week	Activity
	Leadership Toolkit: Emotional Intelligence Questionnaire
Seminar  9	<p><b>Online Journal – Organisational Culture and the Cultural Web due 10pm Sunday 29 March</b></p> <p>This week you have 2 activities:</p> <ol style="list-style-type: none"> <li>1. Read the article introducing the Cultural Web and review the website. With direct reference to the six elements of the framework develop your perspective on the paradigm of the organisation at which you are undertaking your internship. Consider whether or not the culture is appropriate for its current and/or future business.</li> <li>2. Reflect on the effect organisational culture has on you, and how you respond to it. This will be useful when you are considering employment opportunities. What culture do you prefer? What culture would you establish if you had your own organisation. Come prepared to share your perspective in class.</li> </ol> <p><i>Cultural web explanation:</i></p> <p>Every organisation has its own culture. Sometimes described as, "The way things get done around here." it is a critical element of organisational performance. Ensuring it is well understood before undertaking significant transformation will greatly improve the probability of success. The Cultural Web, originally developed by Gerry Johnson and Kevan Scholes in 1992, is a straightforward framework that provides us with a common language and structure with which we can achieve such understanding. Considering each of the six elements enables us to formulate the Paradigm, the assumptions and beliefs that employees and decision makers hold in common and/or take for granted.</p> <p><b>Reading References:</b></p> <p>“Organizational Culture and Its Themes”, Shili Sun, International Journal of Business and Management, Vol. 2, No. 12 2008  <a href="http://www.ccsenet.org/journal/index.php/ijbm/article/view/760/726">http://www.ccsenet.org/journal/index.php/ijbm/article/view/760/726</a></p> <p>The Cultural Web <a href="https://www.mindtools.com/pages/article/newSTR_90.htm">https://www.mindtools.com/pages/article/newSTR_90.htm</a></p>
Seminar 10	<p><b>No Class - Submit your individual interview by 5pm, Friday 5 April</b></p> <p>Submission online via Turnitin in Canvas</p>
Seminar  11	<p><b>Online Journal – Reflecting on Your Experiences – due 10pm Sunday 14 April</b></p> <p><b>Submit your video essay by 5pm, Sunday 14 April</b> (see submission details in Canvas)</p> <p>The reading for this week explains a learning cycle that we move through when we engage in experiential learning activities such as internships. Please read this article and try to apply the</p>

Week	Activity
	<p>cycle to your own experience, including looking back on your first journal post. Create a summative post on your journey of learning over the last 9 weeks. How did your first impressions relate to your actual experiences? Were your expectations of the internship met? Were there unexpected events or experiences that occurred during your time in your internship? Is there anything you would like to change in your final weeks in Australia?</p> <p><b>Reading Reference:</b></p> <p>Schweitzer, H.F., King M.A., 2009. <i>The Successful Internship</i>. 3<sup>rd</sup> Edn. Belmont CA: Brooks/Cole. (Chapter 1 Surveying the Landscape pp.3-21)</p>
<p>Seminar  12</p>	<p><b>In person class - Sharing your experiences – Monday 15 April 4 - 5.30pm: Waratah Classroom</b></p> <p>This week in class we will be sharing your video-essays and debriefing your Australian internship experience.</p>

## Attendance, Participation & Student Responsibilities

### Attendance

CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class.

The first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the workshop.

### Excused Absences

Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact [jmiller@capa.org](mailto:jmiller@capa.org) ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting [jmiller@capa.org](mailto:jmiller@capa.org) it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

### Class Participation

Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time.

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students

with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

*Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.*

### **Academic Integrity**

A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honour in his or her scholastic work and class behaviour. Plagiarism, self-plagiarism and cheating can result in dismissal from the workshop.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class attempting to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

### **Use of electronic equipment in class**

All devices such as laptops, iPods, iPads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are *not* allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

### **Use of Electronic Translators**

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

### **Late Submission**

Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

### **Behaviour during Examinations**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.