


Course Outline

School:	Advancement
Department:	General Education & Liberal Studies
Course Title:	The Canadian Workplace Experience
Course Code:	GNED 219
Course Hours/Credits:	42
Prerequisites:	N/A
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Mureen Newman, Philip Alalibo
Creation Date:	Summer 2011
Revised by:	Philip Alalibo
Revision Date:	Winter 2014
Current Semester:	Fall 2014
Approved by:	
	<hr/> Chairperson/Dean

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Course Description

This course provides students with an opportunity to explore the study of the Canadian workplace as well as the student's responsibility on both a local and global level.

Students will learn to connect the historical factors that have influenced the Canadian workplace with a look at current and future development in Canada and on a global basis. The course identifies the types of businesses in Canada and explains the functions of these workplaces. A review of the trends evident in the Canadian workplace will also be outlined. An emphasis will be placed on current and future workplace environments within Canada and their responsibility globally.

Through application and analysis students will have an opportunity to experience, on a personal and professional level, the impact of the Canadian workplace.

The contents of this course will be useful for all disciplines as it encompasses the ethical responsibilities of the individual and the community at large. This course will take into consideration the various opportunities that exist for students in the larger corporate world (private/public), the nonprofit sector as well as the entrepreneurial arena.

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Identify and explain the significance of historical factors and their influence on the Canadian workplace.
2. Recognize the types of business structures and trends in Canada and explain their internal functions.
3. Apply contemporary policies in the workplace with emphasis on diversity as it relates to Human Rights.
4. Analyze personal and professional ethical responsibilities and considerations when doing business in Canada and on a global scale.
5. Develop communication strategies to effectively deal with customers, employees, and management in business.
6. Examine current economical situations and their impact on Canadian and international business activity.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

**There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.

- Analyze the use of the world's resources to achieve sustainability and equitable distribution at the personal, professional, and global level.

**There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.*

Text and other Instructional/Learning Materials

Text Book(s):

There is no textbook for this course at this time. A few textbooks that capture most of the contents of the course are being considered for the fall semester of 2014.

Online Resource(s):

Review e.centennial go onto mycentennial and review e-centennial getting started

https://e.centennialcollege.ca/shared/Documentation/91/Instructor/learningenvironment/getting_started/getting_started_with_learning_environment.htm

What is Plagiarism – explain to class (e.g.) cheating etc. (<http://www.lib.sfu.ca/help/writing/plagiarism>)

Defining immigration -

www.cdnexperience.ca/?s=immigration+%2B+history

<http://ccrweb.ca/en/hundred-years-immigration-canada-1900-1999>

Multiculturalism and the Changing Canadian Workplace – Diversity etc. – Employment Opportunities – Challenges for employees in their fields

http://www.forbes.com/2006/05/20/jobs-future-work_cx_hc_06work_0523jobs.html

Multiculturalism – A Canadian Value

http://www.pch.gc.ca/progs/multi/reports/ann01-2002/part1_e.cfm

After Looking at the following clip – into a group and discuss ways that Canada shows this diversity in business (advertisement, changes etc.)

<http://archives.cbc.ca/society/immigration/clips/12198/>

What does this mean for Canadian Jobs and Immigration – what difficulties arise (copy in binder)

<http://archives.cbc.ca/society/immigration/clips/2712/>

Remember your goal is to change the diversity and keep publication alive

<http://mije.org/files/game/01.html>

Canadian Heritage – Multiculturalism

http://www.edukits.ca/multiculturalism/student/timeline_e.html

What is ENIAC

http://archives.cbc.ca/science_technology/computers/topics/710/

Functions of a Business

<http://www.canadabusiness.ca/eng>

Human Resources practices in Canada

<http://www.hrsdc.gc.ca/eng/workplaceskills/index.shtml>

http://www.workingincanada.gc.ca/content_pieceseng.do;jsessionid=A81006AAC47A50FA36D7902E100F9D79.imnav2?cid=983

Financing Basics – a look at financing software – quicken etc.

<http://www.smallbusinessnotes.com/business-finances/financing/>

Start-up financing

<http://www.smallbusinessnotes.com/business-finances/startup-financing.html>

THE AIMS AND FUNCTIONS OF THE PRODUCTION DEPARTMENT

http://www.thetimes100.co.uk/downloads/theory/aims_and_functions_of_production_department.pdf

Factors for Purchasing

<http://www.referenceforbusiness.com/management/Pr-Sa/Purchasing-and-Procurement.html>

Why do your research in Canada?

<http://investincanada.gc.ca/eng/publications/rd-tax-credit-fact-sheet.aspx>

<http://www.canadabusiness.ca/eng/summary/1226/>

http://humanresources.about.com/od/humanresourcesstrategic/a/reinvent_hr.htm

Activity: kit for the classroom

http://www.amnesty.ca/resource_centre/TeachersKit.pdf

What is Software Engineering?

<http://opensource.org/>

Ethics in business

Documentary: <http://www.youtube.com/watch?v=Ou5wby3X9jU>

The Green Movement

<http://www.youtube.com/watch?v=jMneqxfUGqU>

A look at the Aboriginals of the past

<http://www.thecanadianencyclopedia.com>

The meaning of Water and Canada's Aboriginal Peoples

<http://www.ec.gc.ca/eau-water/default.asp?lang=En&n=BA512>

Canada Vs. Developing Countries – The Role of CIDA

<http://www.ovguide.com/expanding-nafta-9202a8c04000641f800000001639eaff>

Evaluation Scheme

- ⇒ Internet Assignment (Individual): Students are assessed on their understanding of the trends and challenges of the workplace, the impact of immigration, technology and the different types of business categories.
- ⇒ Research Report (group): Students will conduct a detailed research on a selected topic to enhance their understanding of the various aspects of the Canadian workplace pertaining to immigration, technology, business structures, ethics, gender inequality and on many other topics
- ⇒ In-Class Assignment #1: Students are assessed on their understanding of the various aspects of inequality in the workplace, the impact of gender wage discrimination, racism, precarious work situations, the Human Rights Charter, the role of Employment Insurance, taxation, Business Ethics, the Green movement and other topics that have significant impact on the workplace.
- ⇒ In Class Assignment #2: Students are assessed on their understanding of the trends and challenges of the workplace, the impact of immigration, technology and the different types of business categories.
- ⇒ Presentation: Student present their detailed research report findings to the class and make recommendations to specific issues and challenges in the workplace
- ⇒ Final Exam: Students are assessed on selected topics

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Internet Assignment (Individual)	2	9	2	15
Research Report (group)	4	9	2	20
In-Class Assignment #1	5	9	2	15
In Class Assignment #2	1	9	2	15
Presentation	6	9	4	15
Final Exam	3	9	4	20
Total				100%

If students are unable to write a test they should immediately contact their professor or program Chair for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official College photo identification or they may be refused the right to take the test or test results will be void.

Student Accommodation

It is College Policy to provide accommodation based on grounds defined in the Ontario Human Rights Code. Accommodation may include modifications to standard practices. Students with disabilities who require academic accommodations must register with the Centre for Students with Disabilities. Students requiring accommodation based on other human rights grounds should talk with their professors as early as possible. Please see the Student Accommodation Policy.

Use of Dictionaries

- Dictionaries may be used in tests and examinations, or in portions of tests and examinations, as long as they are non-electronic (not capable of storing information) and hard copy (reviewed by the invigilator to ensure notes are not incorporated that would affect test or examination integrity).

Program or School Policies

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

Course Policies

None

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty may result in a failing grade on the assignment/course, suspension or expulsion from the college.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

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Topical Outline (subject to change):

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
1	<p>Introductions: Course Outline</p> <p>Topical Outline Course Policies Plagiarism History of Canadian Immigration (Part 1)</p>	<p>Plagiarism http://library.centennialcollege.ca/library/researchhelp/avoidplagiarism https://e.centennialcollege.ca/shared/Documentation/91/Instructor/learningenvironment/getting_started/getting_started_with_learning_environment.htm</p> <p>http://ccrweb.ca/en/hundred-years-immigration-canada-1900-1999</p> <p>http://archives.cbc.ca/society/immigration/clips/12198/</p>	<ul style="list-style-type: none"> - Review Course Outline and Topical - Identify Course Policies - Complete plagiarism activity - Review e-centennial - Define Canadian immigration history 	<ul style="list-style-type: none"> - Introduction Activity - Group Plagiarism Activity - Reading & Podcast Term 	N/A	
2	<ul style="list-style-type: none"> - History of Canadian Immigration (Part 2) - History of Multiculturalism and its effects on Canadian business (an immigrant's story) - History of Technology - ENIAC and the computer age and the effects on business 	<p>http://ccrweb.ca/en/hundred-years-immigration-canada-1900-1999</p> <p>Diversity activity www.cdnexperience.ca/read-the-series/30-the-beginnings-of-canadian-multiculturalism/</p> <p>http://archives.cbc.ca/society/immigration/clips/2715</p> <p>Canadian Heritage – Multiculturalism Canadian Multiculturalism Act – http://www.edukits.ca/m</p>	<ul style="list-style-type: none"> - Importance of multiculturalism - Define Multiculturalism - Identify the effects of multiculturalism on business - Illustrate the effects of the rise of computers in the workplace 	<ul style="list-style-type: none"> Teacher led instruction – What is Multiculturalism? - Group Discussions –how did this affect business - Teacher interactive instruction - Podcast - Debate - Terms - CBC clips on ENIAC etc. – - Group activities (Create lists/visual representations/debate 	N/A	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
		<p>ulticulturalism/student/timeline_e.html</p> <p>CBC Television Clips http://archives.cbc.ca/science_technology/computers/topics/710/</p>		s/presentations)		
3	<ul style="list-style-type: none"> - Types of Canadian Businesses - Business Plan - Functions of business 	<ul style="list-style-type: none"> - Canadian Business - Scotiabank Business Plan 	<ul style="list-style-type: none"> - Identify the various business structures - Identify the advantages and disadvantages of each business structure - Examining the purpose and structure of business plans - Interpret the functions of business – (e.g.) sales/marketing, financial etc. 	<ul style="list-style-type: none"> - Teacher led instruction - Setting up a mock business – group activity - Group Debate – the advantages/disadvantages of each business - Making a Mock Business Plan as a group - Making a short plan for your business – group activity 	In-class Assignment #1 – 15% Assessment Week 4	
4	<ul style="list-style-type: none"> - Public vs. Private - NGO's - Not for Profit 	Various web sites and pamphlets	<ul style="list-style-type: none"> - Evaluate public vs. private business - List NGO's that have made a difference in the Canadian way of doing business – green movements - Explore ways of developing income (business) with not for profit organizations 	<ul style="list-style-type: none"> - Students will illustrate the advantages of public and private business – from a personal viewpoint and a professional point of view - Teacher led instruction – (eg)Variety Village - How to raise funds and continue business – using technology strategies – new ideas – lack of telephone contact 	Hand-out internet assignment – 20% (e.g. researching business on the internet)	
5	<ul style="list-style-type: none"> - Policies in the Workplace - Human Rights in the Canadian Workplace - Human Rights and 	Various government websites to be used here	<ul style="list-style-type: none"> - Justify Discrimination principles in the workplace - Clarify Harassment policies in the workplace - Examine Health & Safety policies in the workplace – reviewing follow-up procedures 	<ul style="list-style-type: none"> - Teacher led instruction - Case Studies and evaluation - Group discussions 	Discuss Group Assignment = 30% (e.g. group presentations)	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	Business on a Global Basis		- Evaluate the policies in the development of Canadian workplace policies abroad	and activities	- presenting/debating(role-play)/student led class discussions)	
6	- An overview of ethical philosophies in the Canadian workplace - Ethics in the Canadian Workplace - Ethical considerations in Technology – Privacy and Software Development - Business Ethics on a Global Basis	- Ethical Issues of Information Systems http://www.fairtrade.org.uk/ - Just Business – Arguments in Business Ethics	- Analyze current philosophies with reference to ethics in the workplace - Specify case studies and apply ethical basic philosophies to these cases - Evaluate Privacy laws and agreements - Reviewing Fair Trade Policies - Debate Canadian business practices on a global basis – third world countries	- Teacher led instruction - Applying principals to case studies – individually and in groups - Teacher led instruction - Podcast - Group Activity - Debate - A review of individual companies	Hand-in Internet Assignment In-class assignment #2 – 15 %	
8	Communicating with Management and Employees in the Canadian Workplace	Presentation of Career Service - Slides	Diagnose situations and develop situational responses for these situations with other employees and management in the Canadian workplace	The Art and Science of Communication – Tools for Effective Communication in the Workplace	N/A	
9	Negotiation Strategies – sales and marketing	Articles from Canadian Business Weekly Magazine	- Create strategies for negotiation situations – looking at product discrepancies - Explain negotiation techniques for doing business in Canada and in global situations	-Class discussion -Small Group Discussions	N/A	
10	- Current Economic Situations and the Canadian workplace	The New Entrepreneurs – building a Green Economy for the Future http://www.theglobeandmail.com/report-on-business/economy/trade/new-canadians-need-old-world-links/article1838673 http://www.canadasworld.ca/getinvolved	Investigate the foundations of the green movement in the Canadian Workplace Earth-friendly business – consumption and the green movement - Reviewing Job market changes and current technology - Cloud - Training workforce with new technologies	- Teacher led instruction - Podcasts (the globe and mail) - Student centred activities		
11	International Business	NAFTA reading -	Explaining Team Canada Trade Missions	Teacher led instruction		

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	and Canada's place in the world		<ul style="list-style-type: none"> - International Interdependence (NAFTA) - Explaining Team Canada Trade Missions - International Interdependence (NAFTA) 	<ul style="list-style-type: none"> - Podcasts (the globe and mail) - Student centred activities -Video (The Dollar a Day Dress) 		
12	International Business and Canada's place in the world (Continued)	NAFTA reading -	<ul style="list-style-type: none"> Explaining Team Canada Trade Missions - International Interdependence (NAFTA) - Explaining Team Canada Trade Missions - International Interdependence (NAFTA) 	<ul style="list-style-type: none"> -NAFTA article review - Small group discussions 		
13	Presentation		Students will engage in detailed research on select topic relevant to the Canadian Workplace with a view of understanding trends, challenges, applicability and impact of those topics on the Canadian workplace.	Presentation	Presentation	
14	Presentation		Students will engage in detailed research on select topic relevant to the Canadian Workplace with a view of understanding trends, challenges, applicability and impact of those topics on the Canadian workplace.	Presentation	Presentation	
15	Final Exam	Students are tested on applicable materials discussed during the term	Test students' knowledge on the Canadian Workplace	Final Exam	Final Exam	