

# GED2012

## Achieving Success in the 21st Century

### Course Outline

2022-2023

|                              |                                  |
|------------------------------|----------------------------------|
| <b>Pre-requisite(s)</b>      | N/A                              |
| <b>Co-requisite(s)</b>       | N/A                              |
| <b>Prepared by</b>           | Ryan Porter                      |
| <b>Approved by</b>           | Adam Shane, Academic Chair, ASET |
| <b>Normative hours</b>       | 42.00                            |
| <b>Grading system</b>        | A+ Through F                     |
| <b>Experiential Learning</b> | No                               |

| Applicable Program(s) | Level           | Core/Elective          |
|-----------------------|-----------------|------------------------|
| Multiple Programs     | Multiple Levels | Multiple Core/Elective |

## Course Description

Rapid changes in technology have created new employment and business opportunities that challenge each of us to find our place as citizens in the emerging society. Life in the 21st century presents significant opportunities, creates potential hazards and demands that we face new responsibilities in ethical ways. Students explore the possibilities ahead, assess their own aptitudes and strengths, and apply critical thinking and decision-making tools to help resolve some of the important issues present in our complex society with its competing interests.

## General Education Theme Area(s)

This is a General Education course that supports learning in the following theme area(s): Personal Understanding, Social and Cultural Understanding

## Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:

- EES 5** Use a variety of thinking skills to anticipate and solve problems. (T, A)
- EES 8** Show respect for diverse opinions, values, belief systems and contributions of others. (T, A)
- EES 9** Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. (T, A)
- EES 10** Manage the use of time and other resources to complete projects. (T, A)
- EES 11** Take responsibility for one's own actions, decisions and consequences. (T, A)

**Assessment Levels** —T: Taught A: Assessed CP: Culminating Performance

## Course Learning Requirements / Embedded Knowledge and Skills

When you have earned credit for this course, you will have demonstrated the ability to:

**1. Apply strategies to support continued development in personal, academic, and professional environments.**

- Recognize how critical thinking contributes to rational decision making.
- Manage tasks effectively by developing realistic time-management strategies, goals, and academic skills.
- Apply critical-thinking and decision-making tools to manage personal, professional, and academic challenges.

**2. Establish the foundation of a personal and professional ethical framework**

- Recognize the fundamental concepts of ethics.
- Recognize the characteristics of ethical and unethical behaviour.
- Identify the impact of personal and societal values, biases, and perspectives on ethical decision-making.
- Summarize the overall ethical implications in a variety of scenarios.
- Deconstruct a range of industry-specific ethical scenarios related to industry and/or the workplace.
- Recognize ethical considerations related to diversity

**3. Identify and implement strategies and technologies to support success while working in team environments.**

- Summarize strategies to collaborate effectively with team members.
- Manage conflict and other challenges associated with teamwork.

**4. Explain the impact and importance of Equity, Diversity, and Inclusion in team and professional environments.**

- List barriers to industry and social equality and analyze positive future changes
- Recognize societal and workplace challenges with regard to equity
- Assess cultural competence strategies

**5. Explore how technologies impact society and industry.**

- Recognize ways in which technological developments affect the workplace.
- Classify incremental and disruptive innovations.
- Provide examples of ways technological developments have added new ethical challenges for society.
- Explain the importance of innovation and entrepreneurship in the 21st century.

**6. Develop a personal and professional plan to facilitate lifelong learning in the modern workplace.**

- Identify potential pathways for achieving personal career goals.
- Identify how to promote personal experiences, aptitudes, and strengths to support professional success.
- Analyze relevant labour-market information to develop an understanding of opportunities within a profession
- Explain how education contributes to a solid foundation for continued learning throughout life.
- Recognize ways to be adaptable in a changing workforce.

## Pre-defined Evaluation / Earning Credit

---

The following list provides evidence of this course's learning achievements and the outcomes they validate:

**In-class Work (20%)**

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, CLR 6, EES 5, EES 8, EES 9, EES 10, EES 11

**Written Assignment(s) (20%)**

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, CLR 6, EES 5, EES 8, EES 9, EES 10, EES 11

**Presentation(s) (30%)**

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, CLR 6, EES 5, EES 8, EES 9, EES 10, EES 11

**Assignment(s) (30%)**

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, CLR 6, EES 5, EES 8, EES 9, EES 10, EES 11

## Learning Resources

---

- Brightspace Notes
- Web resources
- Guest Speakers

## Learning Activities

---

- Discussions in-class and online
- Problem-solving exercises
- Case study analyses
- Assigned readings and research
- Participation in group activities

## Prior Learning Assessment and Recognition

---

Students who wish to apply for Prior Learning Assessment and Recognition (PLAR) need to demonstrate competency at a post-secondary level in all outlined course learning requirements. Evidence of learning achievement for PLAR candidates includes:

- Portfolio

## Other Information

---

### Grade Scheme

| Final Grade | Mark Equivalent | Numeric Value | Final Grade | Mark Equivalent | Numeric Value |
|-------------|-----------------|---------------|-------------|-----------------|---------------|
| A+          | 90% - 100%      | 4.0           | A           | 85% - 89%       | 3.8           |
| A-          | 80% - 84%       | 3.6           | B+          | 77% - 79%       | 3.3           |
| B           | 73% - 76%       | 3.0           | B-          | 70% - 72%       | 2.7           |
| C+          | 67% - 69%       | 2.3           | C           | 63% - 66%       | 2.0           |
| C-          | 60% - 62%       | 1.7           | D+          | 57% - 59%       | 1.4           |
| D           | 53% - 56%       | 1.2           | D-          | 50% - 52%       | 1.0           |
| F           | 0% - 49%        | 0             | FSP         | 0               | 0             |

## Course Related Information

---

Please refer to the Course Section Information (CSI) / weekly schedule for specific course-related information as provided by your professor.

## College Related Information

---

**Algonquin College's policies have been developed to ensure the health, safety and security of all students, faculty and staff, and the proper and fair operation of the College as an academic institution and employer. Please refer to the Algonquin College Policies website for the most current policy information available at <http://www.algonquincollege.com/policies/>.**

**Students are especially encouraged to be aware of the following College expectations**

### **Academic Integrity**

Algonquin College is committed to the highest standards of academic integrity, and students are expected to uphold these standards as part of the learning process. Any academic work submitted by a student is expected to be their own work, unless designated otherwise and all sources must be attributed. All students should be familiar with the Algonquin College policy [AA48: Academic Integrity](#) which outlines student's roles and responsibilities and what represents academic dishonesty. In some courses, online proctoring may be used to prevent academic dishonesty. Additional information can be found at [Academic Integrity - Student Survival Guide - Subject Guides at Algonquin College \(libguides.com\)](#) and via [Academic Integrity Student Resources](#). Students with any questions about the course expectations regarding academic integrity are encouraged to speak to their professor and the College's academic integrity team at [acaio@algonquincollege.com](mailto:acaio@algonquincollege.com)

### **Centre for Accessible Learning**

Students with visible and/or non-visible disabilities are encouraged to register with the [Centre for Accessible Learning \(CAL\)](#) in order to be eligible for appropriate learning supports and/or accommodations. Students are strongly encouraged to make an appointment with the Centre for Accessible Learning as early as possible when starting a program. Once your needs are identified, a Letter of Accommodation (LOA) will be issued which you can share with your professors. If you are a returning student, please ensure that professors are given a copy of your LOA each semester.

### **College Email**

Students at Algonquin College are provided with a college email account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course activities. Your network credentials can be found in the [ACSIS portal](#) and you are expected to check your Algonquin email regularly and to use it to send and receive college-related email. Support is available through the college Information Technology Service (ITS) at: <https://www.algonquincollege.com/its/>

### **Retroactive Accommodations**

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please consult Algonquin College Policy [AA21: Deferred Evaluation](#).

### **Student Course Feedback**

Algonquin College's invites students to share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy [AA25: Student Course Feedback](#).

### **Use of Mobile Devices in Class**

With the proliferation of small, personal mobile devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices unless authorized by your professor can be disruptive and disrespectful to others. During examinations, the use of such devices is generally prohibited unless authorized by your professor. Otherwise use is considered academic dishonesty in the form of cheating. For further details consult Algonquin College Policy [AA32: Use of Mobile Devices in Class](#).

### **Technology Requirements**

Students are required to have access to a computer and to the internet. There may also be additional technology-related resources required to participate in a course that are not included in the course materials fee, such as headphones, webcams, specialized software, etc. Details on these requirements can be found in the Course Section Information of the course outline for each course available on Brightspace.

### **Transfer of Credit**

It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

### **Safe Harbour**

In the event of an unexpected major event (pandemic, etc.), your course may have changes that are not reflected in the Course Outline. Should this happen, the Course Section Information document will have updated information about your course.