

**Ethnographies of Work (EOW I)**  
**Fall 1 2022**  
**SOSC 111 - 002 (24930)**  
**House 1 Cohort 2**

**Guttman Community College**  
**50 W 40<sup>th</sup> Street, New York, NY**

**Professor Jesse Allen**

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**Class Date/Time:** Tues. 9:45/Fri. 11:30

**Room:** 501

**Office Hours:** Tues. 11:45 – 12:45

**Overview of Ethnographies of Work:**

Ethnographies of Work is a 2 sequence course. In EOW I, we master the ethnographic methods (research design, observation, mapping and interview), and we use workplaces as a research site to practice and refine our ethnographic skills. In EOW II, we focus on a critical analysis of the workplace, using a social science lens (including approaches from a historical, anthropological and sociological lens). In EOW II, we use our ethnographic skills to conduct original research and better understand the worlds of work. In both EOW I and EOW II, most classes will involve readings, discussions and live fieldwork.

**Catalog Description:**

Ethnographies of Work I introduces students to sociological and anthropological perspectives on work as they investigate a range of careers. The course approaches work as a cultural system invested with meanings, norms, values, customs, behavioral expectations, and social hierarchies. Students pose key questions through the lens of ethnography in order to investigate workplaces, occupations, and career pathways in an urban context. Guided by the ethnographer's assumption that there's "always more than meets the eye," students are encouraged to uncover myths and stereotypes about the work world and gain appreciation of how and why work matters to individuals in a range of occupations. Students explore dimensions of work life in the context of contemporary dynamics of disruption, uncertainty, innovation, and diversity, and draw connections between the self and work through readings, films, interviews, and fieldwork. The centerpiece of the course is for students to compose and present ethnographic accounts of workplace relations and vocational pathways as they contemplate their own career journeys. Ethnographies of Work I satisfies three credits in the Individual & Society area of the CUNY Flexible Core.

**Co-requisites or Pre-requisites:** None

**Credits/Contact Hours:** 3 credits, 3 hours

**Learning Outcomes:**

Upon successful completion of the course, students will be able to:

1. Identify and apply fundamental social science concepts and methods to explore the relationships between the individual and the world of work.
2. Begin to use a range of ethnographic methods to research and compose written and oral presentations on the behaviors and experiences of individuals in diverse work contexts.
3. Begin to analyze and evaluate ethnographic texts and data about work through the lens of social science perspectives and concepts.
4. Examine how an individual's place in society affects experiences, values, and choices, identifying how one's own life story promotes and constrains vocation and career decisions.
5. Articulate and apply responsible work habits in academic and field projects.

**Reflection Goals**

1. Describe themselves as learners and demonstrate an understanding of their learning styles.
2. Develop study plans that reflect academic goals and utilize effective time management strategies and evidence of self-awareness.
3. Begin to develop strategies for working effectively in groups, delegating tasks, giving and receiving feedback with peers, approaching professors and administrators with questions and concerns, receiving feedback and critique from instructors.
4. Begin to develop an awareness of how verbal, non-verbal, and written communication skills are imperative to the successful navigation of their academic and professional environments.
5. Develop a sense of self-efficacy and will be able to formulate appropriate questions, identify resources (both within the college and the larger community) and seek assistance when needed.

**Required Texts: for EOW I:**

**Open Education Resources—Ethnographies of**

**Work:** <https://cuny.manifoldapp.org/projects/ethnographies-of-work>

**Podcasts**

<https://slate.com/podcasts/working>

**College Policies**

**Statement on Academic Integrity:**

Stella and Charles Guttman Community College regards acts of academic dishonesty as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Guttman Community College Academic Integrity Procedures. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

**Statement Regarding Accommodations:**

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Guttman Community College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of AccessABILITY located in Room 506 to secure necessary academic accommodations. If you have a condition which might impact your performance in the this course, please visit the office this week so that your learning needs can be met appropriately and any modifications or assistance can be arranged as soon as possible for your success. For further information and assistance, please call 646-313-8061.

The City University of New York is committed to a fair and equal environment. Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 states that, “No qualified handicapped person... shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance...” I ask that you please examine the class schedule and class calendar and notify me within the first two weeks of class if you request an accommodation related to your observance of a religious holiday occurring during the timeframe the courses meet.

**Critical Incident Management** Guttman expects students to respect the rights, privileges and property of other people. Faculty are required to report disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment or inhibits students' ability to learn.

**Viewpoint Tolerance** Some of the issues covered during the seminar may evoke strong emotions. Students, faculty and staff must be able to disagree respectfully with others on topics that are personally very important to them. Civility is essential to all scholarly discourse.

**Assignment Deadlines:**

Assignments are ordinarily expected to be submitted electronically to the course before the beginning of the class in which they are due and/or by the deadline I have given you. Late work will be accepted at any time during the week following and may be reviewed for partial credit. However, you may not receive feedback and it is unlikely to be graded in a timely manner. If I am unable to find or open your work, then it cannot be considered for a grade.

## **In Person Attendance Expectations**

Students are expected to attend all in-person sessions for this course.

Attendance/participation - 20 percent of your grade - If you are absent without prior notification to professor, you will not accrue Participation points.

Simply attending class does not mean that you will get participation points. You should be taking notes, engaging in the discussion and asking questions. Sleeping, looking at your phone or doing other course work will automatically negate participation.

## **Phone policy:**

Cell phones are a part of our daily lives. We use them to exchange and store information. I would expect that you use a laptop (either your own or those that are available in class) to take notes and do your work in class. For some, using the phone maybe necessary for academic purposes, however be careful with doing and submitting work via your phone.

If you need to send one or two texts during class, please be discreet. If you need to take a call, step outside. If you are constantly texting, playing games in class or simply scrolling – why come to class? You won't get any points and you'll be wasting your time. If you are distracting the class with your phone usage I will ask you to leave.

## **Course Assignments and Grading**

### **Assignments/Grade Distribution (1000 points total)**

**Writing Assignments (Discussion Posts)** There will be 8 discussion board posts, using your notes from the lecture and readings please answer the questions in the discussion board with written work. Minimum one paragraph – if you are answering in detail with reference to the reading your post will be more than one paragraph. These are 40 pts each for a total of 320.

**Podcast Journal Summaries (5)** There will be journal summaries on Podcasts in Blackboard. You must complete 5 of them throughout the semester. This is a total of 100 points

**Autoethnography** There will be a work autoethnography paper. This paper will be worth 130 points

**Observation fieldnotes (2).** There will be 2 observation fieldnotes that you will complete during the semester, and these will be then part of your final paper. (25 points each for a total of 50 points)

**Final Paper Proposal and Paper.** The final paper will be due in the culminating course experience time. The paper is in 2 parts– there is a proposal that I will give you comments on,

and then a final paper due during the culminating course experience day. (This is worth 50 points for the proposal and 150 points for the final paper)

***Extra credit can be assigned but is not to be expected.***

Discussion posts –  $8 \times 40 = 320$   
PC Summaries –  $5 \times 20 = 100$   
Participation = 200  
Autoethnography – 130  
Observation fieldnotes –  $25 \times 2 = 50$   
Final Proposal – 50  
Final Paper – 150  
Total - 1000

Each Saturday a new module will be posted  
Complete readings, podcast summary, written or other assignments on workers by the Sunday of the following week

Write an autoethnography, observation fieldnotes  
Final week and Culminating Course Experience– Final paper (proposal and paper)

### **Course Reading**

[Ethnography Made Easy \(OER Text\)](#)

Additional readings throughout

<b>Grade</b>	<b>Quality Points</b>	<b>100 Point Scale</b>
A+	4.0	97-100%
A	4.0	93-96.9%
A-	3.7	90-92.9%
B+	3.3	87-89.9%

B	3.0	83-86.9%
B-	2.7	80-82.9%
C+	2.3	77-79.9%
C	2.0	73-76.9%
C-	1.7	70-72.9%
D+	1.3	67-69.9%
D (passing)	1.0	60-66.9%
F	0	0-59.9%
NC*	Not calculated	0-59.9%

### **Policies and Procedures**

All registered students are expected to follow all Guttman and CUNY rules and regulations, in particular the [Code of Conduct](#), [Academic Integrity Policy](#), [Sexual Misconduct Policy](#), and [CUNY's Policy on Acceptable Use of Computer Resources during the period of distance learning and online instruction](#). Any student found to be in violation of these policies can face [disciplinary action](#).

### **Policy on Academic Honesty**

Guttman Community College considers intellectual honesty to be the cornerstone of all academic and scholarly work. GCC views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to its Academic Integrity Officer, who keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student, or which is not adequately referenced, is considered plagiarism. Unintentional plagiarism is still plagiarism, so if you have any question about whether or not to acknowledge a source, acknowledge it. And if you are still uncertain, be sure to ask. Refer to Article II of your Student Grievance Procedures for further details on academic honesty and Guttman's academic integrity procedures, at [Academic Policies url link] Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

### **Disability Support Services**

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Guttman Community College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of AccessABILITY located in Room 509-B to secure necessary academic accommodations and adjustments for additional information and assistance please call 646-313-8833 or email [accessabilityservices@guttman.cuny.edu](mailto:accessabilityservices@guttman.cuny.edu).

### **Time Expectations**

For every one instructional credit hour, a Guttman student is expected to spend at least two hours studying, reading, writing, researching and working on projects, and preparing for tests. This is a 3-credit hybrid/synchronous course, so you should expect to spend 1.5 hours in your class session and 7.5 per week working on assignments out of class.

### **Starfish**

Starfish is a communication tool for students, faculty, advisors, and many academic support and student service areas at Guttman. Instructors and advisors will use Starfish to provide you with feedback about your progress. Throughout the semester, you may receive emails or text messages regarding your academic performance and referrals to specific campus resources, such as peer mentors or tutors. You can use Starfish to “Raise Your Hand” and ask questions, and make appointments with your advisor or with other service areas. To access Starfish log into [my.guttman.cuny.edu](http://my.guttman.cuny.edu) and click the Starfish icon on the left side of the page. If you need help using Starfish, you can speak to your advisor.

### **Attendance Policy**

Success in this course is dependent on your active participation throughout the course. You are expected to attend each class every week and log into Blackboard several times a week and complete course assignments. It is your responsibility to check updates related to the course, ask questions in class and communicate with your professor.

### **Class Conduct/Netiquette/Viewpoint Tolerance**

Some of the issues covered during the seminar may evoke strong emotions. Students, faculty and staff must be able to disagree respectfully with others on topics that are personally very important to them. **Civility is essential to all scholarly discourse.**

Professionalism will be expected at all times, but most especially with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my class.

Our discussion board is a way for you to share your ideas and learning with your colleagues in this class. We do this as colleagues in learning, and the Discussion Board is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:

- Treat one another with respect. It will be expected that we will not attack one another personally for holding different opinions.
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Begin emails with a proper salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. ENGL 287) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
- Re-Read, think, and edit your message before you click "Send/Submit/Post." Please remember when posting to be respectful and courteous to your colleagues, and limit your posts to discussions of this course and its assignments.

### **Late Work/Make-up Policy**

All assignments, and exams are due by the deadline as posted on the course schedule.

Late assignments will be subject to the following penalty: 10% will be deducted from your grade for the first day late, and an additional 5% will be deducted on each subsequent day.

***During your semester break I will offer an "Amnesty week". Wherein I will open previously closed assignments for you to make up past work during this week.***

Please plan accordingly, and complete these assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. User error does not qualify you for any kind of makeup or retake opportunity.

Completing and submitting the assignments by the due date is the sole responsibility of you. You will be allowed to access the assignments one week until the due date/time and one week after the due date/time as indicated on the course calendar. If you are concerned about missing a deadline, you may want to do any of the following:

- Post your assignment the day before the deadline; or
- Begin as soon as they are made available online.

### **Submission Format – Important!**

When you submit your assignments either in the discussion post or other assignment posts ***make sure to write in the submission space, not in the comments section.*** You have access to Office 365 which provides the means to use Microsoft Word documents. If you need to attach a file, I only accept Word documents or PDFs. ***I do not accept assignments in Pages or links to Google Docs. If you submit assignments in these formats you will receive a zero.***

## **Expectations of the Instructor**

I am expected to facilitate learning, answer questions appropriately, be fair and objective in grading, provide timely and useful feedback on assignments and treat you as I would like to be treated.

## **Course Format**

Course materials are available via Blackboard (“Bb”) and all class assignments will be submitted through Blackboard unless otherwise noted. Regular internet access is essential for successful completion of the course. If you have concerns about access to technology or internet, please contact the Office of Student Engagement at [Dean.OSE@guttman.cuny.edu](mailto:Dean.OSE@guttman.cuny.edu) so that they can assist you.

If you need a laptop to complete your coursework, please reach out to IT directly. The link to the student laptop loan resources can be found here: [– Technology and Internet ServicesGuttman Community College](#)

## **Course Communication**

I will be communicating with you regarding grades and assignments. If you need to get in touch with me outside of our required meeting times, the best method is via email before 6 PM. Generally, I will reply to emails within 24 hours and will provide feedback to assignments within 72 hrs.

If you are having trouble with this course or its material, you should address these issues in class or during office hours.

Announcements will be posted to this course whenever necessary. It is your responsibility to ensure that your email account works properly in order to receive email.

Below is how you check your email address in Blackboard:

- Access blackboard
- Click your name on the main Blackboard navigation panel on the left
- Review your email address. By default, Blackboard uses your college email

## **Course Schedule**

In order to complete all of the assignments in this course, you will spend about 12 hours per week on the course materials and course-related activities, including your 1.5 hours in your class session.

## **Technology Requirements**

You must have access to the Internet to view/hear course materials. No special software is required.

The video and Power Point presentations, links to articles, assignments, quizzes, and rubrics are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations (transcripts provided);
- Reliable Internet access and a Guttman email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive, Dropbox or Office365 OneDrive cloud storage.

### **Minimal Technical Skills Needed**

Minimal technical skills are needed in this course. You must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:

- Organize and save electronic files
- Use Guttman email and attached files
- Check email and Blackboard daily
- Download and upload documents
- Locate information with a browser

### **Technical Support**

If you need access to a laptop, need support or have any technology, IT-related questions including about Blackboard, please contact the helpdesk and submit an online request at [helpdesk@guttman.cuny.edu](mailto:helpdesk@guttman.cuny.edu).

The Help Desk is open Monday – Friday from 8:00 AM – 6:00 PM. If you need Blackboard help outside of these hours, you can contact Blackboard support at: 646-664-2024 or go to [Help/Support – The City University of New York](#)

If you do not have regular, reliable access to internet, please contact [Dean.OSE@guttman.cuny.edu](mailto:Dean.OSE@guttman.cuny.edu) so they can assist you.

### **Course Policy on Illness**

If you are not feeling well, do not come to campus. If you are staying home due to illness, email your professors and they will provide you with accommodations to complete your coursework remotely.

If you are COVID positive or think you may have been exposed to COVID 19, do the following:

- If you are on campus, go home and call your health provider.
- Contact Elie Yoesoep, our Campus Coronavirus Liaison and report your status: [Elielce.Yoesoep@guttman.cuny.edu](mailto:Elielce.Yoesoep@guttman.cuny.edu)

- Follow the advice of your health professional and Elie about your presence on campus (when you can return to class, if you need to quarantine, isolate, etc.).

### **What will Happen Each Week?**

Each Saturday a New Module will be posted

You will complete readings

You will have to complete a written assignment post based on the reading from the OER text in Blackboard

You will have to complete a podcast summary or assignment on Work

There will also be other various assignments including your dream job resume', autoethnography, observation fieldnotes and Final paper (proposal and paper)

## **COURSE SCHEDULE**

### ***PART 1—WHY ETHNOGRAPHY AND WORK?***

#### ***Sept. 9<sup>th</sup> Introductions:***

**Syllabus & EOW overview**

**The Work World and Academia**

**Reading Assignment**

#### **Week 1- 9/13 & 9/16**

*What is Ethnography? In this module students will be introduced to the method of ethnography as an approach to understand the patterns, structures and experiences of individuals in the worlds of work.*

**Read:** [Chapter -Understanding Ethnography](#) and [Chapter Thinking Like an Ethnographer](#)  
**Assignments:**

1<sup>st</sup> Writing assignment

1<sup>st</sup> Podcast Summary

#### **Week 2— 9/20 & 9/23**

### **Ethnography and Work**

*Why Ethnography and Work? This module builds on the past week by connecting the method of ethnography directly with the academic study of work. Students will explore some of the ways we look at work with this approach.*

**Read:** Methods for Studying Work and Workplaces: Ethnography (Vallas)

How Workplace Ethnographies Can Inform the Study of Work and Employment Relations

#### **Assignments:**

2<sup>nd</sup> Writing assignment

2<sup>nd</sup> Podcast Summary

**Week 3 – No Class 9/27 & Class 9/30**

**No Tuesday class this week**

*Autoethnography.* In this unit students will learn the concept of autoethnography, and conduct an auto ethnographic investigation.

**Read:** [Chapter- Autoethnography](#)

**Writing a cover letter to your dream job**

- (this also benefits you when you are writing your Autoethnography and when you do your fieldwork observations)

**Assignments: Autoethnography**

Students will reflect on their experiences as data to write about their journey to Guttman (why they chose to come to Guttman/college; what factors/people/events played a role in that decision; and how they are thinking of their path after Guttman. How will this lead you to your dream job?

**3<sup>rd</sup> Writing Assignment – Dream job cover letter**

**Autoethnography**

No podcast summary

**Week 4 – No Class 10/04 & Class 10/07**

**No Tuesday class this week**

*Research Ethics.* In this unit students learn the importance of research ethics in ethnography and ways that ethnographers ensure ethical research methods.

**Read:** [Chapter- Research Ethics](#)

**Assignments:**

4<sup>th</sup> Writing Assignment

3<sup>rd</sup> Podcast Summary

**Week 5 - 10/11 & 10/14**

*Mapping.* In this unit students learn and apply the concept of ethnographic mapping.

**Read:** [Chapter: Ethnographic Mapping](#)

**Assignments: See Content Module**

5<sup>th</sup> Writing Assignment

**PART 2—USING ETHNOGRAPHY/OBSERVATION TO EXPLORE CAREERS**

## Week 6 -- 10/18 & 10/21

### Literature Review/Existing Sources

**Research on an occupation/career.** *Students will identify a career/occupation they have interest in. They will conduct background research on the occupation via academic journals, news accounts and other sources.*

**Assignments:** Students will conduct background research on the occupation they are interested in and find a real life example of that career or occupation. Students can complete the Occupation Worksheet

### 4<sup>th</sup> Podcast Summary

*No Writing Assignment*

## Week 7 — 10/25 & No class Friday 10/28

### Observation Methods

**Observing Groups/Patterns at Work.** *Students will learn about observational research methods and complete observational research as part of your fieldwork and course paper. Students will learn about workplace culture, social structures and other aspects of the workplace using observation methods*

### Readings:

Readings on conducting ethnographic observations-- [Chapter - Collecting and Taking Notes](#) and [Chapter - Observations](#)

Additional reading that provides students an idea of how to observe workplace culture: [Amazon Workplace Culture](#)

### Assignment: Observation of workplace environment

Students will find a workplace environment for a career/occupation that they have interest in. They will conduct a first observation for 60-90 minutes focusing on observing the occupations/career. Students can use the Observation Fieldnote Template #1 to guide their fieldnotes and reflection.

### 6<sup>th</sup> Writing assignment

## Week 8—11/1 & 11/5

### Observation Analysis

**Coding Data.** *Students will learn the importance of coding fieldnotes and strategies to do so. They will code their fieldnotes from their observation.*

Review readings on conducting ethnographic observations—[Chapter: Coding Qualitative Data](#) and [Chapter- Analyzing Ethnographic Data](#)

Videos on

Coding: [https://www.youtube.com/watch?v=BAKRKZq\\_Ebo](https://www.youtube.com/watch?v=BAKRKZq_Ebo) and <https://www.youtube.com/watch?v=phXssQBCDIs>

### **Assignments: In class**

**Coding.** Students will code their fieldnotes from their first observation. They can also highlight emerging question on workplace culture/gender/race inequality/construction that they observed in preparation for their second observation.

### **7<sup>th</sup> Writing Assignment**

#### **Week 9-- 11/8 & 11/11**

#### **Second Observation/Workplace Culture**

*Refine Observation Skills.* Students will learn about observational research methods and complete observational research as part of your fieldwork and course paper. Students will learn about workplace culture, social structures and other aspects of the workplace using observation methods

**Read:** [Post-#MeToo, Ernst & Young Grapples With Diverging Views Of Its Culture](#)  
[You Talk As If You are a Junior: Employees on Workplace Racism](#)  
[Racism Runs Deep in Professionalism Culture](#)

And you want to watch the Ted Talk of Dr. Jedidah Isler [Click here for the Ted Talk](#)

### **Assignments:**

Observation of a Work place

Conduct a first observation for 60-90 minutes focusing on observing the occupations/career with a lens of race/gender. Students can use the Observation Fieldnote Template #2 to guide their fieldnotes and reflection.

### **8<sup>th</sup> Writing Assignment**

#### **Week 10— 11/15 & 11/18**

#### **Researching Occupations: What to look for?**

*Background - Education & Training*

*Description/Requirements*

*Salary/Benefits*

*Statistics*

*First hand experiences*

**Assignments: In class research to be submitted by end of class**

### **5th Podcast Summary**

### **Amnesty Week**

**Week 11— 11/22 & No class Friday 11/25**  
**Putting Together Your Ethnographic Paper**

*Writing Ethnography.* Students will expand their analytical skills as you make sense of the field data they have collected over the semester. *Researching sources*

**Assignments:** Students will put together a final paper (video presentation/power point) on the occupation they investigated. Students can use the Final Paper Guidelines to organize their paper.

**Legitimate Sources**

**Week 12 – 11/29 & 12/3**

Outline  
Citing Sources  
Formatting  
Writing a rough draft

**Week 13 - 12/6 & 12/9**

Writing final paper

**Last class – 12/13**

Final paper review  
Culminating Course days – Final Paper due Dec. 18<sup>th</sup>

This course includes an Experiential Learning Opportunities (ELO) with the goal of a more transformational and engaged learning experience. ELOs value personal connection to deep applied learning, reflection, and analysis. ELOs help build core skills for long-term academic and career success.

Consider adding your successfully completed ELO experience to your resume and connecting with [the Center for Career Preparation & Partnerships \(CCPP\)](#) for further ELO planning to support your personal and professional goals.