

DESIGN YOUR FUTURE 2.2
БЕЗОПАСНОСТЬ ЖИЗНЕДЕЯТЕЛЬНОСТИ ОСНОВЫ ИНЖЕНЕРНОЙ ПРАКТИКИ
School of Advanced Studies
Quarter 4, April 13 to June 11, 2020

Instructor/s: David Dusseault d.dusseault@utmn.ru

Available for consultation via pre-scheduled Zoom appointment

Contact Hours: 48

Type of Course: Core course for the second-year students

Meeting Times: Friday: 9 to 10:30, 10:40 to 12:10; 12:30 to 14:00

Course Description

The second component of this Professional Development course is designed to activate the individual competencies emphasized in the previous module (professional networking, company meetings, response to proposals for services, and interviews) by placing students within a real-world project based, group work environment. It is also designed to prepare second year students for their summer internships

The core component of this course is group based, project centered work. In essence, students will form groups around a particular project deemed relevant to both their academic major and to the needs of associated stakeholders (cultural organizations, commercial enterprises, the university or the city administration). Students will either choose their project independently or from a list of those proposed by the instructor. Once approved, project work will be conducted in coordination with Professor Dusseault.

Teaching methods include reading assignments, online lectures, webinars, consultation sessions / discussion, and project centered group work. Great emphasis is placed on participation in & quality of project development work with subsequent coaching and feedback by both the instructor as well as fellow classmates.

As part of the course requirement, you will offer peer reviews of your team's project-related contributions. Students then have the opportunity to revise their work based on this feedback. The task of the peer reviewer is not to rewrite or redesign project work. Rather, the peer reviewer is expected to identify strengths and weaknesses in fact/reasoning, associated analytics, and project relevance as well as to offer suggestions for improving the prose and structure of the project overall.

Course Structure

This course is composed of lectures, in class group work, seminars, in class presentations with commentary and question / answer sessions. The possibility of special quest lectures is under consideration but will be determined according to scheduling and speaker availability.

Student Learning Goals

Students who successfully pass this course will be able to:

Learning goals	
Knowledge goal:	Demonstrate understanding of the overall process associated with developing a project concept to implement / realize a workable solution for a tangible, real world problem.
Knowledge goal:	Identify & explain the particular pitfalls / advantages encountered during multi-disciplinary, team-centered, problem-focused, project-based work.
Knowledge goal:	Understand how to interact with various project related stakeholders (the particular client, the client's clientele, & team members) by demonstrating awareness of behavioral norms in relation to interest identification, communication, and day-to-day business functions within a defined project framework.
Practical skill:	Construct a project (identify a problem, collect preliminary data, conceptualize an approach, & present the proposed solution) in line with the specific interests and particular needs of an approved stakeholder (local cultural, commercial, university, or administrative stakeholder).
Practical skill:	Demonstrate the 21 st century competencies and associated skills needed to create, format and present a solution for a real-world, problem centered project.
Practical skill:	Perform field research (problem, circumstances, possible approaches) to build a viable case for your particular concept associated with the chosen project.
Competency:	Demonstrate time management and communication skills necessary for successful completion of the project proposal.

Required Coursework and Evaluation Criteria

The final grade for this course will be calculated as follows:

Assignment or Task	Due date/s	Percent
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Identify & propose group project for approval by course leader.	Week 2	10 percent
Preliminary Project Presentation by Group (Midterm)	Week 5	20 percent
Project Updates	Weeks 1, 4, 6, & 7	40 percent (aggregate)
Final Project Presentation by Group	Week 8	30 percent

All assignments described in the table above will be graded on the 1-10 scale according to the following criteria:

Criteria	Description
Presentation Skills	Clarity of voice; fluency of speech; attractiveness & creativity of slides; organization and structure of the material.
Content	Clear summary of the problem; depth of analysis; focus; creativity of approach; relevance of project to circumstances.
Individual Contributions	Members will assign themselves particular roles within each group in week 1. A group leader will report the extent to which each member fulfills their role & contributes to the assignment. At the end of the project, both a peer & self evaluation form will be distributed to all students to ensure a fairer and more balanced reporting system related to the group's project work.

This course is exempted from the 7-rule.

Group Proposal (10%):

In class 3-5 slide presentation with Q & A from class leader and students; components to include description of project background, identification of problem to be solved; reasoning for the project, and expected benefits / risks if undertaken.

Preliminary Project Group Presentation / Midterm (20%):

In class 5-7 slide presentation with Q & A from class leader and students; components to include description of project background, identification of problem to be solved; presentation of approach to the particular problem; preliminary market analysis (stakeholder & interest identification); characterization of expected project outcomes.

Four Project Updates (10% each):

Groups will meet with the class leader in an online session (on Zoom platform) by appointment at which time it is expected that each group will provide a 3 slide ppt

presentation. Any supporting research materials, including the class diary, may be used during the review session as determined by relevant in class commentary & / or previous consultation sessions. *In Week 7, the project update will include submission of the group project for review before final presentation.*

Final Project Presentation (30%):

In class 10-12 slide presentation with Q&A from class leader, students, and invited stakeholders. Components to include: detailed description of project background; identification of problem to be solved; presentation of approach to the particular problem; preliminary market analysis (stakeholder & interest identification); and characterization of expected project outcomes.

Canvas and Other Course Resources

This course has a website on **Canvas** (<https://canvas.instructure.com/>). You should have received an invitation to join the course on Canvas two weeks before the start of classes. If you did not, double check your SAS email and then follow up with the instructor. All course readings, this syllabus, and any other course materials are available on Canvas. All written assignments completed outside of class must be submitted via Canvas.

Owing to the shift to an online teaching format, all class lectures, project consultations and webinars will be held on the Zoom platform (<https://zoom.us>). (More information to follow).

Course Literature

Here is a bibliography of literature that will assist you in studying and writing assignments. See the course schedule below for specific reading assignments.

Barrall, Irene and Nikolas Barrall. *Intelligent Business : Pre-Intermediate Business English: Skills Book*. Harlow: Pearson: Longman, 2006.

Comfort, Jeremy. *Effective Presentations: Student's book*. Oxford: Oxford University Press, 2001.

Comfort, Jeremy. *Effective Negotiating: Student's book*. Oxford: Oxford University Press, 2002.

Additional Course Materials

Guidelines for Programme Design, Monitoring and Evaluation
<https://www.oecd.org/derec/finland/38141776.pdf>

Course Policies and Expectations

Lectures: As indicated above lectures will be delivered online in Zoom. These sessions are meant to introduce the specific material to be developed that week. Each student's presence is expected and attendance will be taken. If you have difficulty with access to quality Internet services, please be in contact with the course leader immediately.

Consultations: Again owing to the distance learning format, the planned face to face project related group - course leader consultation sessions will be moved online. These consultation sessions will allow for groups to present their projects while providing feedback from the course leader in preparation for preliminary (midterm) and final project submission.

Webinars: The preliminary (midterm), final project presentations and expected Q&A will be held online in Zoom.

Group work: Students are expected to actively participate in discussions and project development exercises. You are all expected to contribute substantially to your group's final project presentation, to offer help and support to other teammates during this process, and to provide useful feedback to all involved.

Out of class activities: It is anticipated that the bulk of the work to be conducted for the project proposal will be outside the walls of SAS. Keeping this fact in mind, students must be prepared to undertake independent research activities in order to build a solid case in support of their group projects. Online interviews (either by email or skype) with relevant parties and individuals, independent research, and any other related activities should be documented in the course notebook and included in all graded assignments.

Notebooks: Each student will keep a notebook or journal in which they will record notes from class & research activities, remarks from out of class meetings / interviews with associated stakeholders & provide a record of interactions / reflections regarding the project development process on the whole.

Office hours: Owing to the particular circumstances, the course leader will be available for online consultation outside the planned sessions by appointment. Arrangements to be agreed upon ahead of time and then made accordingly.

Examination Format

The examination consists of a 90-minute test that includes the identification of ten quotations from required course readings and a written essay. For full details on the format and grading, see the SAS policies section below.

Course Schedule

Week	Date	Activity	Topics & Readings	Assignments
0	17.04	Online Lecture (Zoom platform) Sync (45 minutes)	Course Introduction: who what where when, why & how? Group formation. https://ais.berkeley.edu/news/designing-successful-team-projects-dialogues-recap	Teamwork contract, function assignments & checklist (all non-graded)

		to 1.5 hours)		
	17.04	Group work (Async)	Working in groups: the how and why. https://student.unsw.edu.au/groupwork	
	17.04	Group work (Async)	Distance group work: introduction to group dynamics / problem solving & evaluation.	
1	24.04	Online Lecture (45 min sync - 45 async.)	What is a problem? https://hbr.org/2012/09/are-you-solving-the-right-problem	First Project Update
	24.04	Group work (Async)	Distance group work on project presentations, Question / Answers (Q/A) & commentary.	
	24.04	Group work (Async)	Distance group work project presentations, Q/A & commentary continued.	
2	1.05	Online lecture (45 sync. - 45 a-sync)	Introducing the framework: lecture & in class group work. See reference material: https://www.oecd.org/derec/finland/38141776.pdf	Identify & propose group projects for approval by course leader
	1.05	Group work (Async.)	Introducing the framework, cont.: distance group work. See reference material: https://www.oecd.org/derec/finland/38141776.pdf	
	1.05	Group work (Async.)	Introducing the framework, cont.: distance group work. See reference material: https://www.oecd.org/derec/finland/38141776.pdf	
3	-	-	No classes	-
4	15.05	Online Consultations	Group work & presentations & commentary, dry run. Individual groups by appointment (Zoom)	Second Project Update

	15.05	Online Consultation	Group work, & presentations, dry run, cont. Individual groups by appointment (Zoom)	
	15.05	Online Consultation	Group work & presentations, dry run, cont. Individual groups by appointment (Zoom)	
5	22.05	Webinar	Preliminary group presentations, Q/A, commentary & evaluation. Individual groups by appointment (Zoom)	Preliminary Project Presentation by Group (Midterm)
	22.05	Webinar	Preliminary group presentations, Q/A, commentary & evaluation, cont. Individual groups by appointment (Zoom)	
	22.05	Webinar	Preliminary group presentations, Q/A, commentary & evaluation, cont. Individual groups by appointment (Zoom)	
6	29.05	Online lecture (Sync - 45 min.)	How to improve upon a project design: lecture & in class group work. https://www.smartsheet.com/project-design-any-industry	Third Project Update
	29.05	Group Work (Async.)	How to improve upon a project design: distance group work, cont. https://www.smartsheet.com/project-design-any-industry	
	29.05	Group Work (Async.)	How to improve upon a project design: distance group work, cont. https://www.smartsheet.com/project-design-any-industry	
7	5.06	Online Consultation	Preparatory presentation for finished project proposal, dry run. Individual groups by appointment (Zoom)	Fourth Project Update
	5.06	Online consultation	Preparatory presentation for finished project proposal, dry run, cont. Individual groups by appointment (Zoom)	

	5.06	Online Consultation	Preparatory presentation for finished project proposal, dry run, cont. Individual groups by appointment (Zoom)	
8	12.06*	Online Seminar	Group Presentations, Q/A, commentary & final evaluation. Individual groups by appointment (Zoom)	Finished Project Presentation by Group (Final)
	12.06*	Online Seminar	Group Presentations in Class, Q/A, commentary & final evaluation cont. Individual groups by appointment (Zoom)	
	12.06*	Online Seminar	Group Presentations in Class, Q/A, commentary & final evaluation cont. Individual groups by appointment (Zoom)	

* * the class shall be rescheduled due to governmental holidays / being past module schedule

SAS Policies for Online Courses

Please note the addition and updating of policies to reflect the realities of online teaching in Q4.

Technical Requirements and Responsibilities for Online Education

Professors and students are responsible for ensuring they have access to a computer and a stable Internet connection during all scheduled class meetings. This is to ensure that students get the most out of the online education format. If you have problems with your Internet, smartphones may be used as a backup option (as a wifi hotspot or to participate in class).

Course materials and all assignments will be made available on Canvas; all synchronous class meetings will be conducted over Zoom. All communication about the course and assignments must happen over Canvas or official email. The use of any supplementary platforms (discussion boards etc.) is at the discretion of the instructor.

Professors are required to post all resources for online teaching via Canvas before the start of each week. This includes: Any nonsynchronous lesson material, the invitations for individual Zoom meetings, and any other materials required to complete the course.

All synchronous classes will be recorded and made available via Canvas on the same day for a minimum of one week. These recordings are only for teaching purposes and should not be shared.

Etiquette for Online Classes

Professors and students should join Zoom a few minutes before class in order to have time to solve any technical problems. When you join a class, your microphone will be muted. Individual professors will decide how to run class discussions and whether to enable such features as chat. As a general rule of thumb, you should mute your microphone when you are not speaking.

In seminars, students are required to make themselves visible. If you have concerns about what is visible, then either take the time to “curate” your environment or consider using the background option in Zoom. During lectures, you are welcome to turn off your video.

Students should feel free to contact the professor or Head of Education (d.kontowski@utmn.ru) to discuss any concerns that may arise concerning online delivery of the course (i.e., technical issues, course material availability, access to apps, communication challenges, and changes to syllabus or schedule). Don't wait until course evaluations to draw attention to your concerns!

Technical Emergencies Protocols

Students who have difficulty getting online to attend a synchronous class or complete an assignment, should contact the professor immediately according to the specific instructions provided in the syllabus (i.e., via telephone, SMS, or email). Follow the below instructions concerning making up classes missed due to technical problems.

If your professor is not online for the start of a class session, keep Zoom open and check your email. If the professor does not come on-line or send a message to clarify the situation within 10 minutes after the official starting time, class is cancelled. Both the professor and a designated student should alert the Head of Education about the situation. Missed classes will be rescheduled; update class times to be shared via Canvas and Moodle.

Attendance and Absences

Zoom has an attendance feature that will be used to record attendance. Attendance is required for all synchronous classes or required online activities (i.e., designated asynchronous tasks, timed assignments, group work meetings, etc.) and will be recorded on a grading sheet. Students can miss up to two classes without an excuse; every further absence will see the final mark lowered by 1 point for each class missed (i.e., a student who misses 6 class meetings without prior approval or a valid excuse cannot pass a course). Missing more than 15 minutes of scheduled online class is considered an absence, unless the student has received prior approval from the Head of Education.

If you plan to miss a class due to a legitimate conflict (i.e. attendance of a student conference), you must apply to the instructor for an approved absence at least seven days in advance and CC Head of Education. Without advanced approval, it will count as a missed class.

If you are sick, email all your instructors and Alyona Bunkova (a.bunkova@utmn.ru) as soon as possible to notify them that you will be missing class. They will follow up with you with any necessary arrangements related to your illness.

If you need to miss a class due to something that arises at short notice (i.e., bureaucracy that needs to be dealt with, an emergency at home), email the instructor as soon as possible to notify them about your absence. Should a student have repeated problems with attendance, the instructor will notify the Head of Education.

Making Up Classes Missed for Legitimate Reasons

Students who miss a synchronous class session to a legitimate conflict, an emergency that arises at short notice, or a technical problem will be required to watch the recording of the class and submit a written summary of the key points of the class, including any questions that you have about the content. This should be sent to the instructor via email within 48 hours of the ending of the class in order to receive credit. If a technical problem emergency situation persists beyond 48 hours, an extension may be granted. Students who are sick should watch the videos of missed classes in order to keep up on courses, but they are not required to submit written summaries.

Extensions for Assignments

All assignments must be submitted by their due dates. Extensions will be granted only when ill health, death of a loved one, or personal difficulties of a serious nature near the due date prevent completion of an assignment. As the due dates for assignments are stated in the syllabus, the pressure of other university work or extracurricular activities will not be accepted as a reason for an extension.

If you require an extension, you must write to your instructor at least three working days in advance. Clearly explain your situation and provide any necessary documentation (such as a medical certificate) to Alyona Bunkova. Your instructor should reply to you within one day; you will be notified by email about whether an extension has been granted.

Late Assignments

Late assignments will be penalized by a full grade deduction for each day of lateness. For example, an essay submitted three days late that received a mark of 7 would be reduced to 4. Late assignments will not be accepted once graded assignments are returned or after June 11. The acceptance of late assignments for minor assessments (worth 10 percent or less of the final mark, including minor tasks completed during class hours) is left up to the discretion of individual instructors.

Rescheduling of Classes or Substitution of Instructor

Should a course be unable to meet at its regular time, the instructor will liaise with Alyona Bunkova to approve the change and to find a different time that suits both the instructor and students. Should this occur, all involved will receive an email notification from Alyona Bunkova about the changed schedule and any schedule changes will appear in Modeus. If the instructor requires a substitute to replace them, students will be notified by email.

Grading

SAS uses a ten-point grading system. Grades from 0 to 3 are failing grades. Grades from 4 to 10 are passing grades. 10 and 9 are excellent grades given in exceptional circumstances.

In most courses, SAS faculty are obliged to follow the 7-rule. This may be calculated either as a "median" (the number of grades above 7 and the number of grades below 7 do not differ by more than 1) or an average (the average final grade for all students should fall between 6.50 and 7.49). The 7-rule may be applied to each assignment OR only to the final course marks. Exceptions to this rule are only granted by the Teaching Council.

Examinations

The examination will consist of a 90-minute written test that includes the identification of ten quotations from required course readings and a written essay. The use of any electronic devices is prohibited. The student must: 1) Attribute the given quotations; identify the sections of the texts (such as a chapter) where the quotations are taken from as well as their authors, titles, and year of publication. 2) Based on the given quotations, write an essay in English (1000–1500 words) analyzing semantic relationships between the texts where these quotations are taken from.

Assessment Criteria:

Satisfactory (C, or 3):	Good (B, or 4):	Excellent (A, or 5):
1) All quotations are attributed correctly;	1) all quotations are attributed correctly;	1) all quotations are attributed correctly;
2) The essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates satisfactory knowledge and understanding of all texts analyzed; c) the essay contains at least five exact quotations, different from the attributed quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).	2) the essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least seven exact quotations, different from the attributed quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).	2) the essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates excellent knowledge and understanding of all texts analyzed; c) the essay contains at least nine exact quotations, different from the quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).

Course Evaluations

Toward the end of the quarter, students will be asked to complete an anonymous evaluation of the course. The results of the evaluations will be reviewed by the instructor, the Head of the Education Office, and the Teaching Council in order to improve education at SAS.

Academic Integrity

Students are expected to comply with the SAS Academic Integrity Document (see English version [HERE](#) or Russian version [HERE](#)). Cheating, plagiarism, and disrespectful behavior will not be tolerated and *must* be sanctioned by the instructor in accordance with the document. The use of any translation applications (Google Translate etc.) is highly discouraged. Students are required to cite any sources employed in written assignments using the citation style listed in the syllabus.

Online assignments will be “open book,” meaning that you can look at course reading materials and notes while answering the questions. However, the Academic Integrity still applies. That means: You must not communicate with anyone; your answers will be your own work; and you will not use Google Translate. You are discouraged from searching the Internet for answers, as you will run out of time, may risk violation of the Academic Integrity Policy, and will likely do worse than if you simply answer with the knowledge you already have.

Date Syllabus Last Updated: 16.04.20