

LAURENTIAN UNIVERSITY  
SCHOOL OF NORTHERN DEVELOPMENT  
LABOUR STUDIES PROGRAM  
FALL-WINTER 2015-2016

**DR. REUBEN ROTH**

**LABOUR STUDIES FIELD PLACEMENT I & II -- LBST3005 & LBST4005**

**Lecture/Tutorial:** Tuesdays 2:30-3:50 p.m. ONLY (mandatory lecture-seminar)  
**Classroom:** E-225  
**Professor:** Reuben Roth, Ph.D.  
**Office:** A-347  
**Email/Website:** [rroth@laurentian.ca](mailto:rroth@laurentian.ca) and [www.reubenroth.com](http://www.reubenroth.com)  
**Telephone:** 705-675-1151 ext. #4362  
**Office Hours:** Posted on my office door. Appointments preferred.

**1. Course Description:**

In this demanding course students will combine on-the-job experience with research and theory to analyze both work and labour relations. The course emphasis highlights training you to place your workplace experiences – past and present – into a theoretical and analytical framework. Secondly, I emphasize practical application of research skills & workplace knowledge.

In consultation with the course instructor, 3<sup>rd</sup> year students will choose a placement (e.g. job shadowing, research, etc.) while 4<sup>th</sup> students will preferably select a *research* placement. These will take place in a union, government organization, private firm or non-government organization. Students are expected to negotiate with their sponsors the nature of their involvement in the workplace, including mutual obligations and expectations of students and sponsors (in writing). Schedules are negotiable, but the requirement is that students will attend at their placement an average of eight hours a week for a total of **150 hours** (approximately 19 weeks). Although placements are unpaid they form an important part of the student's regular program of study. You will share your placement experiences with the class and discuss/evaluate these collectively, therefore weekly attendance is mandatory, and missing more than 3 classes may result in severe penalties. Additionally, regularly scheduled seminars provide opportunities to develop and enhance student research, writing, and analytical skills and to explore ways to apply these skills in the placement. Students are required to read the assigned material, participate in seminar discussions, complete reading and placement journals and assignments.

At the end of the year, students will present their placement experiences in a public presentation, which serves as a 'culminating exercise' in the LBST program. In other words, this event is the equivalent to an honours thesis presentation.

**IMPORTANT NOTE:** At the conclusion of the placement students will generate an essay based on some aspect (directly or indirectly) of their placement experience. Students should realize that they are likely to turn out a written report of some kind for their placement sponsor *in addition to* an academic essay for their professor. The employer/placement mentor/advisor's evaluation report will constitute the students' 'grade' for this report and related work conducted during the placement, while their professor will grade the final 15-20 page academic essay (not including title page, bibliography, appendices, etc.).

## **2. Student Responsibilities and Confidentiality**

The instructor provides guidance, assists in negotiating the placement, assists students in locating resources and oversees the analysis and writing. Once the student-sponsor agreement is in place, students are responsible for meeting the commitments outlined in the agreement and for making their placement a successful learning experience.

Placement students must interact with their sponsors in a professional manner. This includes meeting all of your workplace commitments, being on time for appointments, notifying your sponsor in advance if you cannot appear as scheduled, and behaving responsibly at all times.

If, as part of your placement, you acquire information of a personal nature or are exposed to aspects of the workplace that are not intended to be public knowledge, you are expected to treat this information as confidential. If you are uncertain about whether information should be treated as confidential, you should consult with the instructor. If your placement project involves research on human subjects (e.g., surveys, interviews, case documents), you are required to obtain and abide by the University's guidelines on research ethics.

## **3. Grading**

Please note that all course requirements must be completed in order for you to receive a passing grade. This includes the Resume, initial meeting, WSIB form, and Student-Sponsor Agreement, all of which are ungraded requirements.

The placement is graded based on the following: Placement Journals (25%), Oral Placement Project Report (15%), and Mentor's Placement Evaluation (10%), for a total of 50% of the final grade. Of course, the experiences and views formed by the placement form the basis for the final essay, which is valued at 25%.

## Marking Scheme:

Assignment	Weight	Due Date
<b>A. Placement Journals (5)</b>	<b>25%</b>	<b>as outlined below</b>
<i>placement journal #1</i>	5%	Week #9
<i>placement journal #2</i>	5%	Week #12
<i>placement journal #3</i>	5%	Week #14
<i>placement journal #4</i>	5%	Week #18
<i>placement journal #5</i>	5%	Week #22
<b>B. Reading Journals (5)</b>	<b>25%</b>	<b>as outlined below</b>
<i>reading journal #1</i>	5%	Week #5
<i>reading journal #2</i>	5%	Week #12
<i>reading journal #3</i>	5%	Week #16
<i>reading journal #4</i>	5%	Week #21
<i>reading journal #5</i>	5%	Week #24
<b>C. Oral Placement Project Report</b>	<b>15%</b>	April 13, 2016 (tentative)
<b>D. Mentor Placement Evaluation</b>	<b>10%</b>	April 2016
<b>E. Research Project Essay</b>	<b>25%</b>	April 23, 2016 (tentative)
<b>Total</b>	<b>100%</b>	--

## 4. Description of Assignments

Below is a detailed outline of course requirements:

### Student-Sponsor Agreement (no credit)

Length: 1,000 words/approximately 2 typed pages double-spaced (template provided below)

Due: At beginning of placement, after initial meeting with organization and/or mentor.

Students are responsible for developing a resume suitable for distribution to potential placement sites. Students are also responsible for negotiating an agreement with their sponsor that meets their own learning objectives, as well as satisfying the expectations of the sponsor. Each student is required to put this agreement in writing. Agreement must be signed by the sponsor and submitted to the instructors. Your Student-Sponsor Agreement should include a:

- brief outline of your tasks and responsibilities.
- list of the activities, procedures, and events in which you expect to be involved, and an explanation of your anticipated role in these events.
- brief outline of your expectations; e.g., what you hope to learn, the skills you hope to acquire or develop, the kinds of experiences to which you hope to be exposed. At this stage, much of this will be speculative, but discuss this with your sponsor and try to be as specific (and as realistic) as possible.

**NOTE:** Students should be familiar with the Federal and Provincial legislation and regulations with regard to workplace health and safety, including the ‘right to refuse unsafe work’ statutes. Students are required by Laurentian University to complete a WSIB form, which is to be signed by the placement mentor/organization representative, your professor, and you.

**BOTH PLACEMENT AND READING JOURNALS:** At scheduled intervals you will ‘bundle’ these individual journals into ‘journal-sets’ and hand these in to me. Each **journal-set** will be graded on *the extent to which it demonstrates that you are learning, understanding and synthesizing the course material and are capable of applying readings and theories to actual events.* Each **journal-set** is worth 5%, for a total of 25% of your final grade.

**Placement Journals: 25%**

Length: approximately 500 words (2 double-spaced pages) per day while on placement.

**IMPORTANT NOTE:** Students are expected to maintain a **detailed, daily account of their placement experience** in the form of a notebook or journal (this can be done on a computer and printed out, if you like). This journal should outline the events of the day, specifically identifying any learning experiences, new ideas, and/or interesting interactions, and should also specify arrival and departure times and breaks. The journal should try and draw together your placement experience *framed and interpreted* (theorized) by the academic literature. **Journals should be brought to every class and will serve as the basis of our group discussion. At the specified dates in this syllabus, students will gather their ‘journal-sets’ and hand those in for evaluation.**

*NOTE: Students should refer to the following reading (in your course reader) for assistance on journal writing: Goldberg, Natalie. 1986. Writing Down the Bones. NY: Shambhala.*

**Reading Response Journals: 25%**

Every student in the course will be required to keep a reading journal of approximately 500 words per weekly entry, based on only **ONE** of our weekly readings. The reading journal is where you will:

- (a) Note your observations, comments, questions and reflections on the readings – in short, what was good, what was bad and what was interesting about our assigned reading for that class? From what theoretical tradition do the readings emerge? How does a reading relate to your own paradigm or worldview? This is also where you share your critical comments or questions; and
- (b) Introduce and link our assigned readings to examples from other texts you’ve read, your own experiences, your placement experience, your observations, media reports, etc.

You can also link the readings to daily experience (including media/news events, global issues, relevant personal experiences, etc.) and analyze these using the course material. **Your reading journal should be brought to every class and you should be prepared to share your journal entries during our seminars and presentations. Given your prior preparation, this should encourage informed class discussions.**

**Some questions you might raise about class readings in journals or presentations can include the following:**

- What are the basic assumptions that inform the reading?
  - o What is the overarching claim? (the thesis )
  - o What are the major and subordinate organizing ideas that underpin and support the thesis? (controlling and sub-controlling statements)
- What serious questions does the reading raise regarding the nature and purpose of work, workers, workplaces, labour markets, the economy or your own life?
- What serious omissions are left out of the reading? How do these distort or undermine the author's position?
- What ideology, paradigm, or worldview governs the author's viewpoint?
- In what ways does this reading reinforce, extend, challenge, or oppose your own views of work, workers, workplaces, labour markets, the economy or your own life?  
Be as specific as possible.

**Oral Placement Project Report: 15%**

Length: 20-30 minutes

Due: Tentatively mid-April.

This presentation is the summation of your placement and should clearly communicate what you believe to have been the most important experiences, challenges, and opportunities of your experience. Ideally, sponsors will attend this presentation and will offer their comments on, and assessment of, your placement.

**Placement Evaluation Report: 10%**

An evaluation of the placement will be completed by staff at the placement site and used as one component of the placement evaluation by the instructor. Success of the placement will be judged in terms student competence (regular attendance, completion of assigned tasks, coherence and quality of assigned task or project, contribution to the organization, collaboration with others, etc.)

**Research Project Essay/Final Essay: 25%**

Length: 15-20 pages (20 pages max.)

Due: TBD (provisionally April 26, 2016)

Students should decide early on a project (or a series of smaller projects) that can be researched within their placement. These *academic research* projects should be developed in consultation with the placement mentor/advisor as well as the course instructor. You should begin discussing possibilities with your professor right away. It is essential that you develop a concrete plan for this project and submit it in writing in order to get feedback from the instructor and so that you can plan your literature review.

The research report is an essay in which you present the results of your research, supported and contextualized by the relevant literature. This research paper is a demonstration of your ability to ground experiential knowledge and primary research in theory. We will be discussing research methods and strategies in the seminar, and you will be applying these strategies in your placement to gather the empirical evidence. The theory is drawn from your reading. Your research report is an original piece of analysis that integrates these two kinds of sources.

This essay must conform to academic standards for structure and format. These will be discussed in detail in the seminar.

**RESEARCH ESSAY/REPORT STRUCTURE**

The following structure is not a template that applies to all research essays, but merely one example of how a research essay might be organized. Typically academic research essays with data from field research are composed of a number of sections (see below). You will follow the same basic structure with some modifications. These will be discussed in-class, and you will receive a handout on disciplined reporting and essay writing styles.

## **EXAMPLE OF A FORMAL REPORT/ESSAY STRUCTURE:**

- 1. INTRODUCTION.** This section identifies the major problem or question to be examined in the essay. Although this section is short you need to use it to show the reader the value of what is to follow.
- 2. LITERATURE REVIEW.** This section of the essay is a summary of the work by other researchers on the topic you have selected. A literature review is a synthesis of the most important theories and findings, rather than a mere summary of each work. In this section you need to show the reader that you have a strong understanding of the major issues and controversies related to your topic.
- 3. RESEARCH METHODS.** In this section you outline the research methods you employed in your research, including the reasons for selecting a particular method, and any potential pitfalls or problems associated with it. An important objective of this section is to show to the reader that the research method will gather data in a *systematic* manner to answer the research question. **NOTE: Research for this course will be based on secondary methods only, so this section will likely be brief.**
- 4. FINDINGS/RESULTS.** In this section you present the most important findings from your field research. Careful consideration should be given as to how to best present the data (tables, charts, photos, etc.). In some cases it may be best to combine this section with the next one to allow for an integration of findings and discussion.
- 5. ANALYSIS/DISCUSSION.** The purpose of this section is to explain and analyze the findings from your field research. A critical aspect of this section is to relate your findings to past research and existing theories (as outlined in your literature review section). In this section you will also want give an indication as to how convincing your findings are.
- 6. CONCLUSION.** Like the introduction, the conclusion is relatively brief. Its purpose is summarize what you have done and should not raise new questions. The best conclusions are those that follow logically from the introduction; that is, the reader need read only the introduction and conclusion to gain an overview of your essay. Try it before you hand in your essay.

## FINAL RESEARCH REPORT OR PAPER - ADDITIONAL INSTRUCTIONS

Below are additional instructions and guidelines for the research essay. Please also refer to the guidelines for the essay included in the course outline, and to class and tutorial discussions.

1. You're advised to start planning your final essay in the beginning of the second term. Late assignments will not be accepted without a medical note signed and dated by a physician on institutional letterhead.
2. The final paper must include references to our assigned textbooks, as well as to other recognized sources including journal articles. Although electronic sources may be used, they must be authoritative. Many academic journals are now available online and these are quite acceptable, but avoid using 'amateur' (i.e. non-academic, non-authoritative) websites. Limit non-academic (i.e. newspapers, etc.) electronic resources to not more than one-half (50%) of your total referenced material.
3. Use ASA or APA format for cover page, in-text citations and bibliographies. On the cover page include your name, student number, telephone number, email address, course title and number. The font should be Times New Roman, 12-point, double-spaced, one-inch margins, page numbers, and a single staple. Please do not use report covers. Grammar, spelling and sentence structure, as well the organization of the essay, are important elements. You may find it helpful to make an appointment with the Laurentian University Academic Skills Centre to have a draft of the essay reviewed by a writing instructor. I'll be available for specific questions on essay content and form and will discuss the detailed assignment parameters in class.
4. Please do not pad your essay. I appreciate and grade proper academic essay writing and needless wordiness will be penalized. I'll distribute writing ASA guidelines (applicable throughout the social sciences) in class.
5. I strongly advise using the Trent Academic Skills Centre guide *Thinking it Through: A Practical Guide to Academic Essay Writing*. Chapters VI-VIII are especially useful with regard to this assignment.

## **POLICIES: CITATION, PLAGIARISM, LATE ASSIGNMENTS, ATTENDANCE:**

### **Academic Citation and Plagiarism**

Students are expected to consult a standard social science style guide to ensure the correct citation style (either ASA or APA formats are acceptable and readily available online). I will recommend a variety of style guides during in-class discussions. Plagiarism has always been with us but easy Internet access makes this act more tempting than ever. Plagiarism and other forms of academic dishonesty are extremely serious academic offences. Penalties range from failure in an assignment or exam to expulsion from the University. Definitions, penalties and procedures for dealing with plagiarism are set out on Laurentian University's website.

### **IMPORTANT ADDITIONAL NOTICE ON PLAGIARISM:**

Be aware that insufficient or 'deceptive' citation constitutes grounds for plagiarism. You should be familiar with proper citation at this stage in your academic career and are assumed responsible for uncited work taken from another source. **In short, when in doubt it is always preferable to overcite, rather than undercite.** Again, this is an extremely serious academic offence that carries penalties varying from failure in an assignment to suspension or expulsion from the University. Unfortunately I regularly report acts of plagiarism and this report appears on a student's Laurentian University record.

### **Policy on Missed or Late Assignments**

Assignments are due on the dates specified in this outline. No extensions will be granted without medical documentation. Late assignments will be subject to a 5% penalty for each day after the due date. After one week has elapsed without an assignment, you will receive an automatic grade of 'F' unless you provide sufficient medical documentation.

### **Attendance**

You are required to attend all lectures and sign an attendance sheet.

**IMPORTANT NOTE: Please do not phone or email me to report an absence. This is not the practice in universities, where personal responsibility and independence are both assumed.**

## **Textbooks**

In addition to the required books below, texts related to writing, research methods, presentation skills and workplace-related theories will be provided in a photocopied package. Students are required to complete all assigned readings. (see \*\* below)

## **MANDATORY TEXTS**

1. Lowe, Mick. <i>The Raids: The Insatiable Maw. Nickel Range Trilogy, Vol.II</i> (2015). Montreal: Baraka Books.
2. Martin, D'Arcy. 1995. <i>Thinking Union: Activism and Education in Canada's Labour Movement</i> . Toronto: Between the Lines Press.
3. Fletcher, Bill Jr. 2012. <i>"They're Bankrupting Us!" and 20 Other Myths about Unions</i> . Boston: Beacon Press.
4. Adams, Roy J. 2006. <i>Labour Left Out: Canada's Failure to Protect and Promote Collective Bargaining as a Human Right</i> . Ottawa: Canadian Centre for Policy Alternatives.
5. Burns, Joe. 2011. <i>Reviving the Strike: How Working People Can Regain Power and Transform America</i> . IG Publishing.
6. Worthen, Helena. <i>What Did You Learn at Work Today?</i> Hard Ball Press.

**\*\* NOTE: Additional readings, articles and web-based materials may be made available on reserve at the library or photocopied and distributed in class.**

## **OPTIONAL REFERENCE TEXT:**

Students are also expected to retain the following textbook from their previous courses, or obtain a copy for reference: *Krahn, Harvey J. and Graham S. Lowe. Work, Industry and Canadian Society* (6<sup>th</sup> Edition or later). Toronto: Nelson.

## **READINGS:**

Required readings are listed below. It is assumed that you will have done these prior to our weekly classes. Students are responsible for all material presented in lectures and seminars, including presentations and videos. If you cannot attend class, you should make arrangements to get notes from another student in the class. I do not provide lecture notes online or to individual students.

## WEEKLY READINGS – LBST 3005/4005- FALL/WINTER 2015-16

WEEK 1: FRIDAY SEPTEMBER 11

Introduction and overview of the course themes. Discussion of evaluation, grading, assignments, expectations and course textbooks. Q&A session.

WEEK 2: TUESDAY SEPTEMBER 15

No assigned reading; student introductions and review of resumes.

WEEK 2: TUES. SEPTEMBER 22

**READING 1:** *Low* – The Insatiable Maw (pp. 13-37)

**READING 2:** *Low* – The Insatiable Maw (pp. 39-73)

WEEK 3: TUES. SEPTEMBER 29

**READING 1:** *Low* – The Insatiable Maw (pp. 75-118)

**READING 2:** *Low* – The Insatiable Maw (pp. 119-153)

WEEK 4: TUES. OCTOBER 6

**READING 1:** Task Force to U.S. Sect’y of Health, ‘Work in America’

**READING 2:**

### → **OCTOBER 12-16, 2015– FALL STUDY WEEK**

WEEK 5: TUES. OCTOBER 20

**READING 1:** Martin, pp. 1-46

**READING 2:** Martin, pp. 47-64

→ *Reading Journal #1 Due Today*

WEEK 6: TUES. OCTOBER 27

**READING 1:** Martin, pp. 65-95

**READING 2:** Fletcher Jr. pp. ix-27

WEEK 7: TUES. NOVEMBER 3

**READING 1:** Martin, pp. 96-140

**READING 2:** Fletcher Jr. pp. 28-57

WEEK 8: TUES. NOVEMBER 10

**READING 1:** Adams, pp. 13-45

WEEK 9: TUES. NOVEMBER 17

**READING 1:** Adams, pp. 45-87

**READING 1:** Fletcher Jr. pp. 58-86

→ *Placement Journal #1 Due Today*

WEEK 10: TUES. NOVEMBER 24  
**READING 1:** Adams, pp. 90-119 (skip lightly through this)  
**READING 2:** Adams, pp. 122-141

WEEK 11: TUES. DECEMBER 1  
**READING 1:** Worthen, pp. 3-37  
**READING 2:** Naiman, 'What is the Working-Class?'

WEEK 12: TUES. DECEMBER 8  
**READING 1:** Worthen, pp. 39-84  
**READING 2:** Kadi, 'Stupidity Deconstructed'  
→ *Reading Journal #2 Due Today*  
→ *Placement Journal #2 Due Today*

**→ WINTER BREAK: DECEMBER 23, 2015 – JANUARY 3, 2016**

WEEK 13: TUES. JANUARY 5  
**READING 1:** Worthen, pp. 85-132  
**READING 2:** Ryan and Sackrey, 'Introduction' and 'Bob Cole'

WEEK 14: TUES. JANUARY 12  
**READING 1:** Worthen, pp. 133-175  
**READING 2:** Ryan and Sackrey, Chap. 4  
→ *Placement Journal #3 Due Today*

WEEK 15: TUES. JANUARY 19  
**READING 1:** Worthen, pp. 177-232; pp. 233-239  
**READING 2:** Black, 'Stupid Rich Bastards'

WEEK 16: TUES. JANUARY 26  
**READING 1:** Roth, 'Blue-Collar Aristocrats? General Motors Autoworkers and Oppositional Class Consciousness' (*Humanity and Society*)  
→ *Reading Journal #3 Due Today*

WEEK 17: TUES. FEBRUARY 2  
**READING 1:** Fletcher Jr. pp. 87-120

WEEK 18: TUES. FEBRUARY 9  
**READING 1:** Burns, pp. 11-28  
→ *Placement Journal #4 Due Today*

**→ WINTER STUDY WEEK - FEBRUARY 15-21, 2016**

WEEK 19: TUES. FEBRUARY 23

**READING 1:** Burns, pp. 29-46

**READING 2:** Fletcher Jr. pp. 121-151

WEEK 20: TUES. MARCH 1

**READING 1:** Burns, pp. 47-70

WEEK 21: TUES. MARCH 8

**READING 1:** Burns, pp. 71-93

**→ Reading Journal #4 Due Today**

WEEK 22: TUES. MARCH 15

**READING 1:** Burns, pp. 95-136

**→ Placement Journal #5 Due Today**

WEEK 23: TUES. MARCH 22

**READING 1:** Burns, pp. 137-170

WEEK 24: TUES. MARCH 29 (APRIL 1, 2016 IS THE LAST DAY OF WINTER SESSION CLASSES)

**READING 1:** Burns, pp. 171-187

**READING 2:** Fletcher Jr. pp. 152-185

**→ Reading Journal #5 Due Today**

**→ APRIL 4 – 29, 2016 – EXAMINATION PERIOD**

**→ APRIL 13, 2016 (TENTATIVE): PRESENTATIONS FOR PLACEMENT STUDENTS  
(Keep dates between April 8-12 open for presentation rehearsals)**

**→ APRIL 26, 2014 (TENTATIVE): FINAL ESSAY DUE DATE**

**Version: September 9, 2015**

## LAURENTIAN STUDENT- PLACEMENT MENTOR/ADVISOR AGREEMENT [Sample]

### BETWEEN:

[Name of placement mentor, Title, Department, Union/Company/Organization Name]

### AND

[Student's Name] Student, Labour Studies Program, Laurentian University

The following Student-Placement Mentor Agreement sets forth the general expectations and responsibilities of each party.

### TIME FRAME OF PLACEMENT

It is understood that this placement should total no more than 150 hours, from Month/Year [October, 201\_] to Month/Year [April, 201\_].

### PURPOSE

[Student name] hereby agrees to complete a 150-hour, volunteer, non-paid, work/research placement under the direction of [Name of Placement Mentor/Advisor], [Title of Mentor/Advisor], [Dept. of Mentor/Advisor], [Union/Company/Organization name].

The purpose of this placement is for [Student name] to obtain insight and experience in areas related to Labour Studies and/or Industrial Relations. The placement should ideally involve some use of [Student name]'s research capabilities, observation and some 'hands-on' experience within the organization.

With regard to the research component of the placement, [Student name] agrees to provide [Organization name] with **[describe the actual tasks and final expected 'output' or result of the 150 hour placement in as much detail as possible]**.

With regard to the observation and hands-on components of the placement, [student name] agrees to make [him/herself] available to [observe/participate] in job-related meetings, presentations, etc. and to assist [Organization name]'s departments/units in whatever capacity that s/he can and in researching relevant labour-studies issues that may arise during the course of the placement.

### OBLIGATIONS

[Student name] agrees to be present at the offices of [Organization name] at least 8 hours per week and to provide [Organization name] reasonable notice of what dates s/he will attend to perform his/her assigned duties. Other arrangements may be made as is deemed necessary.

[Student name] agrees to work in a diligent manner and to use their time productively and with a view to completing the assigned tasks and the research project for which s/he is responsible.

[Mentor/Advisor name] agrees to provide [Student name] with appropriate direction and supervision of his/her work and to make available to him/her any relevant documentation or material necessary for him/her to complete the assigned research project.

[Mentor/Advisor's name] also agrees to provide [Student name] with adequate workspace in which to conduct his/her work on scheduled working days, and to include [Student name] in workplace or labour-related meetings or negotiations whenever possible and where it is practical to do so.

[Mentor/Advisor name] agrees to prepare a student evaluation at the end of the placement period.

[Student name] has been instructed to avoid conducting work which belongs to members in your bargaining unit. Students are only required to conduct projects which are not being addressed by paid staff.

[Student name] agrees to maintain in the strictest confidence any information of a confidential nature to which she may have access during the course of the placement, including any information relating to individual employees, intellectual property and any other information as may be communicated to her by [mentor/advisor's name] or other [Organization name] personnel.

The parties agree to the terms set forth above.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

[Student name]  
Student, Laurentian University

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

[Placement Mentor/Advisor name]  
[Position, Dept., Organization Name]

Approved by:

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Dr. [Professor's name]  
[Assistant/Associate] Professor, Laurentian University

### **Advice on how to present yourself in a typical office environment**

Research has shown that impressions are formed within the first seven seconds of meeting someone for the first time. The effort spent arranging a 'first contact' with a potential placement mentor/advisor can be wasted if your appearance is not professional. This is why I have assembled some advice on presentation at a first meeting with a placement mentor/advisor.

**Note the following is intended as a general guide only.**

Additionally, every working environment has its own culture and code of dress – for example, union offices tend to be quite casual (i.e. jeans and t-shirt), and form an exception to the general guidelines below. Of course, once others in your placement organization come to know you, it may sometimes be possible to dress more casually.

Even if you appear more conservatively dressed than others in the organization that you are going to be placed, it is best to err on the side of caution. Remember, you represent Laurentian University and the Labour Studies Program.

- Hair neatly cut or styled;
- Dress professionally and be presentable;
- Limited jewellery;
- Sparse make-up;
- Avoid scented products;
- Clean, neatly trimmed nails;
- Unless it's a union hall, avoid jeans for the initial interview.

**Even if this is not the way you normally dress, it is crucial for you to make the best first impression that you can.**

NOTE: There are many websites available with dressing tips for making a good impression at interviews.

### **Workers' Safety Insurance Board (WSIB) form:**

Provincial legislation has been passed which now enables students to be covered by the Workers Safety Insurance Board (WSIB) in most workplace settings. As a result, a policy has been set up within the university making the student responsible for reporting any injury. Therefore, Laurentian University requires all students involved in unpaid placements to fill out a WSIB form. You are not permitted to work in a placement setting without the form signed and returned to Laurentian University in a timely manner. Failure to do so may jeopardize your ability to continue with your placement. Your professor will provide you with the appropriate form.

# ***MENTOR'S EVALUATION OF PLACEMENT STUDENT***

**Student:** \_\_\_\_\_ **Mentor:** \_\_\_\_\_

**Organization Name:** \_\_\_\_\_

Thank you for taking the time to provide detailed feedback on your placement student's performance during his/her work placement. Your comments will help the student with his/her professional growth and assist the Labour Studies program.

The person who worked most closely with the student and who is best able to evaluate his/her work should complete this form. Your written evaluation is required for the student's completion of the placement term.

Please return this form to Reuben Roth ([rroth@laurentian.ca](mailto:rroth@laurentian.ca)).

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**Briefly outline the major work performed by the student:**

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**1. Attendance:**

Exceptional     Very Good     Good     Satisfactory     Unsatisfactory     Not Applicable

**2. Dependability:**

Exceptional     Very Good     Good     Satisfactory     Unsatisfactory     Not Applicable

**3. Ability to work independently:**

Exceptional     Very Good     Good     Satisfactory     Unsatisfactory     Not Applicable

**4. Student's ability to take the initiative:**

Exceptional     Very Good     Good     Satisfactory     Unsatisfactory     Not Applicable

**5. Ability to adapt to your organization's rules and policies:**

Exceptional     Very Good     Good     Satisfactory     Unsatisfactory     Not Applicable

**6. Communications skills:**

Exceptional     Very Good     Good     Satisfactory     Unsatisfactory     Not Applicable

**7. Ability to respond to mentor's/advisor's suggestions and feedback:**

Exceptional     Very Good     Good     Satisfactory     Unsatisfactory     Not Applicable

**8. Student's enthusiasm and pride for work:**

Exceptional    Very Good    Good    Satisfactory    Unsatisfactory    Not Applicable

**9. Ability to complete work without major errors:**

Exceptional    Very Good    Good    Satisfactory    Unsatisfactory    Not Applicable

**10. Ability to learn new information:**

Exceptional    Very Good    Good    Satisfactory    Unsatisfactory    Not Applicable

**11. Student's research capabilities:**

Exceptional    Very Good    Good    Satisfactory    Unsatisfactory    Not Applicable

**12. Student's overall contribution to your organization/office:**

Exceptional    Very Good    Good    Satisfactory    Unsatisfactory    Not Applicable

**Additional comments on student's overall performance (optional):**

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**Areas of strength:**

**Areas for improvement:**

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**Please comment on the *value* of your involvement with the Labour Studies program:**

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**Feedback to the program on its design or structure:**

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**Comment on your organization's future placement needs:**

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**THANK YOU FOR YOUR FEEDBACK**

\*\*\* Feel free to attach further comments on a separate sheet. \*\*\*

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**PLEASE EMAIL THIS FORM TO [rroth@laurentian.ca](mailto:rroth@laurentian.ca) OR FAX THIS TO THE ATTENTION OF REUBEN ROTH AT: 705-675-4827.**

***ORAL PRESENTATION ASSESSMENT CRITERIA (15%) —LBST 3005/4005 – R. ROTH***  
**Complete the information at the top of this form and hand it to me prior to presenting**

**Student name:** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_

<b><i>Rating (enter 1-5)</i></b>	
1. Brief, logical summary of article's <u>structure</u>	
a. Author's <u>goal</u>	
b. Author's <u>thesis</u> statement	
c. Author's controlling statement; <u>evidence</u>	
d. Author's <u>conclusion</u>	
2. State your own <b>or</b> author's theoretical paradigm/outlook/ link to theory	
3. Did you provide coherent, clearly stated aims and rationale for your presentation?	
4. Did you link article to, and integrate it with, some existing literature or body of thought?	
5. Were there significant insights and original thoughts, dealing with critical issues introduced by article?	
6. Demonstrated understanding of material	
7. Not overly descriptive; analytical presentation	
8. Did you engage and lead class in discussion; attempt to be inclusive?	
9. Command of topic (expertise)	
10. Overall presentation skills (form)	
11. Overall presentation content	
12. Quality of written handout or PPT, if any	

**Comments:**

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## **LBST 3/4005 FINAL ESSAY/REPORT ASSESSMENT SHEET (25%)**

### **ASSIGNED PARAMETERS:**

- Thesis statement/goal: a clearly identified research question under examination; outlined precise nature of research, including methods, theory(ies), variable(s). [4]
- Sufficiently detailed description of the topic under analysis, etc. [2]
- Brief literature review synthesized previous research, important theories and findings; Correctly presented, analyzed, discussed research findings; findings are convincing [3]
- Conclusion summarized work/findings and followed logically from introduction, thesis. [2]
- Examined aspects of an issue related to your topic, correctly employing interdisciplinary labour studies (social sciences, sociology) concepts and/or theories. [4]

**/15 maximum total**

### **CONCEPTION/MECHANICS:**

- Paper was well-conceived (i.e. used rational argument and lacked logical lapses). [5]
- Paper was properly cited, (i.e. included standard academic citation and bibliography). [1]
- University-level grammar, spelling, sentence structure, et cetera. [4]

**/10 maximum total**

### **BONUS:**

- Bonus points** for original ideas presented with clarity and depth. [1]
- Bonus points** for presentation enacted with skill of writing and clear presentation. [1]

**/25 maximum possible total**

**LBST 3005-4005 – STUDENT INFORMATION SHEET AND AGREEMENT**

Your Name: \_\_\_\_\_ Your Home City: \_\_\_\_\_

Your **REAL** E-mail Address: \_\_\_\_\_

Your Major: \_\_\_\_\_ Your Year: \_\_\_\_\_

**Why are you taking this course? Check all that apply:**

<input type="checkbox"/> It takes place at a convenient time and/or convenient day.	<input type="checkbox"/> Interested in the subject.
<input type="checkbox"/> To satisfy a general requirement.	<input type="checkbox"/> Other - Explain: _____
<input type="checkbox"/> It's a requirement for my major.	_____

**What do you hope to get from this course?** \_\_\_\_\_

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**What career path are you planning, after graduation?**

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**Where do you get your news (CHECK ALL THAT APPLY):**

- I don't really care about the news very much.
- When it's really important I get the news from my friends or family.
- Internet. If so, what news or blog site(s): \_\_\_\_\_
- Television. If so, what TV station(s) or network(s): \_\_\_\_\_
- Radio. If so, what radio station(s) \_\_\_\_\_
- I read newspaper/magazine(s). If so, what newspaper(s)/magazine(s) \_\_\_\_\_
- Other \_\_\_\_\_

I have read the course outline. I agree with and understand fully the course requirements and the policies on attendance, punctuality, late papers and plagiarism. I understand that the views expressed by students in this class are confidential, but may anonymously appear in a paper or presentation someday.

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_