UNIVERSITY of GUELPH

CONS*6020 Public Communication for Conservation

Winter 2021

Section: DE

Department of Environment and Geomatics

Credit Weight: 0.25

Course Details

Calendar Description

This course reviews the importance of public communication in support of environmental policy reform. We will learn about the science-public interface in the field of conservation and interrogate issues including the public trust in conservation science, public understanding of conservation science, and different strategies for conservation education that includes science based and values-based communication. Through analysis of existing and proposed conservation campaigns, students will investigate the strategic importance of framing issues effectively to the public and identifying core messages in the development of a communications campaign. Students will develop a communications campaign that is informed by key analyses, including situation analysis, audience segmentation and identifying strategic communications channels to disseminate messages. Students will learn how to produce several communications products, including development and application of the "message box" to distil and identify priority messages, development of press releases and media backgrounders, op-eds, effective use of social media and how to successfully prepare and participate in print, radio and television interviews with journalists.

Pre-Requisite(s): None

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Online

Final Exam: there is no final exam in this course.

Instructional Support

Instructor: Dr. Faisal Moola

Email: fmoola@uoguelph.ca

Telephone: 647-281-5279
Office: Building, Room
Before joining the University of Guelph, Prof. Faisal Moola worked for the David Suzuki Foundation for over 15 years, where he was the organization's Director General for Ontario and Northern Canada. Holding a PhD in biology from Dalhousie University, Moola has published widely in scientific journals on topics of ecology, conservation biology, and environmental policy. He has contributed to a number of significant conservation and sustainability policy outcomes in Canada, including the protection of over 2 million hectares of temperate rainforest in British Columbia, the expansion of the internationally renowned Greenbelt in Ontario and the creation of Canada's first Urban National Park on the edge of Toronto.

Moola works closely with a number of First Nations communities in defense of their lands and Treaty Rights, including the Dunne-za and Cree Treaty 8 First Nations in British Columbia, and Grassy Narrows First Nation in Ontario. Moola is a regular contributor to the Toronto Star, Vancouver Sun, Globe and Mail, CBC and other media outlets as an opinion writer and political analyst on conservation, Indigenous Rights and other environmental and social issues.

Learning Resources

Required Textbook

Title: Escape from the Ivory Tower; A Guide to Making Your Science Matter
Author(s): Nancy Baron
Edition / Year: 2010
Publisher: Island Press
ISBN: 9781597266642

You may purchase the textbook at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore.](#) Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

http://www.bookstore.uoguelph.ca/

http://www.bookstore.coop/

Supplementary Textbook

Title: I'm right and you're an idiot: the toxic state of public discourse and how to clean it up
Author(s): James Hoggan
Edition / Year:
Publisher: New Society Publishers
ISBN: 9780865719149

You may purchase the textbook at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore.](#) Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

https://bookstore.coop/

http://www.bookstore.uoguelph.ca/

Course Materials

There are no required materials for this course.

Supplementary Materials

This course includes supplementary materials. These materials are meant to supplement the required readings and course content. You can explore the materials at your own pace. To access these materials, select **Content** on the navbar to locate **Supplementary Materials** in the table of contents panel.

Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

https://courselink.uoguelph.ca

Ares

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621
Email: libres2@uoguelph.ca
Location: McLaughlin Library, First Floor, University of Guelph

https://www.lib.uoguelph.ca/find/course-reserves-ares/how-get-course-reserve-material

Learning Outcomes

By the end of this course, you should be able to:

1. Design a media strategy that incorporates lessons from the history of public communications in conservation and addresses the current context of media and science skepticism

2. Analyze the importance of social media for conservation communications and recognize its limitations

3. Effectively frame and pitch a conservation campaign or issue to journalists.

4. Communicate to the media through participating in media interviews.

5. Address backlash in public forums, including on social media

6. Recognize the relationships among and distinguish between communication, education, knowledge mobilization, and topical literacy (e.g., climate literacy), and determine how and when these are appropriate in your communications plan.

Teaching and Learning Activities

Method of Learning

In this course, we emphasize the practical application of concepts, as well as critical thinking and analysis to strengthen our learning. In addition to course content, you are provided with opportunities to explore various perspective on key concepts, as well as develop and enhance your communication skills with practical tools and tips.

Course Structure

There are 6 units in this course:

Unit 01: Introduction

Unit 02: What the Changing World of Media Means for Conservation

Unit 03: The Rise of New Media and Its Consequences for Conservation - From Digital Journalism to Social Media

Unit 04: Techniques and Tools to Frame Environmental Stories Effectively

Unit 05: Preparing and Participating in Media Interviews

Unit 06: Dealing with Conflict – Backlash in Communications and How to Respond to it

In addition to the 6 units noted above, there will be additional learning opportunities relating to this course during the Residency period. Further details about the Residency period will be shared with you via Course Announcements.

What to Expect for Each Unit

Each unit has an introduction, learning objectives, framing content, points on which to reflect and learn based on different perspectives, ideas around communication tools and tips, as well as a summary. Please note: there are required readings for all units.

Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

Unit 01: Introduction

Week 1 – Monday, March 15 to Sunday, March 21

Readings

- How to change the world: Greenpeace and the power of the mind bomb.

- Lubchenco, J. (1998). Entering the Century of the Environment: A New Social Contract for Science. Science, 279(5350), 491-497.

- How to Change the World (film)

Activities

- Familiarize yourself with the course website by selecting **Start Here** on the navbar

- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates

- Confirm your access to the course reserve materials by selecting **Ares** on the navbar

- Complete the **Welcome to the course!** discussion

- Complete Unit 01 by reading text, watching videos (if assigned), reviewing all unit Perspectives and Tools and Tips boxes, and working on upcoming assignments

Assessments

- Complete unit discussion by Sunday, March 21 @ 11:59 PM ET

- Writing Effective Op-Eds Assignment due by Sunday, March 21 @ 11:59 PM ET

Unit 02: What the Changing World of Media Means for Conservation

Week 2 – Monday, March 22 to Sunday, March 28

Readings

- Chapters 3, 4, 5 in Baron, N. (2010). Escape from the Ivory Tower; A Guide to Making Your Science Matter. Island Press.

- Bethea, C. (2019). Shrinking Newspapers and the Costs of Environmental Reporting in Coal Country. New Yorker.

- There is Something in the Water (film)

Activities

- Complete Unit 02 by reading text, watching videos (if assigned), reviewing all unit Perspectives and Tools and Tips boxes, and working on upcoming assignments

Assessments

- Complete unit discussion by Sunday, March 28 @ 11:59 PM ET

Unit 03: The Rise of New Media and Its Consequences for Conservation - From Digital Journalism to Social Media

Week 3 – Monday, March 29 to Sunday, April 4

Readings

- Bik, H. M., & Goldstein, M. C. (2013). An Introduction to Social Media for Scientists. PLoS Biology, 11(4). doi:10.1371/journal.pbio.1001535

- Büscher, B. (2014). Nature 2.0: Exploring and theorizing the links between new media and nature conservation. New Media & Society, 18(5), 726-743. doi:10.1177/1461444814545841

Activities

- Complete Unit 03 by reading text, watching videos (if assigned), reviewing all unit Perspectives and Tools and Tips boxes, and working on upcoming assignments

Assessments

- Complete unit discussion by Sunday, April 4 @ 11:59 PM ET

Unit 04: Techniques and Tools to Frame Environmental Stories Effectively

Week 4 – Monday, April 5 to Sunday, April 11

Readings

- Chapter 8 in Baron, N. Escape from the Ivory Tower: a guide to making your science matter. Island Press. 2010.

- Chapters 6, 7 in Hoggan, J. I'm right and you're an idiot: the toxic state of public discourse and how to clean it up. New Society Publishers. 2016.

Activities

- Complete Unit 04 by reading text, watching videos (if assigned), reviewing all unit Perspectives and Tools and Tips boxes, and working on upcoming assignments

Assessments

- Complete unit discussion by Sunday, April 11 @ 11:59 PM ET

- Social Media Reflection Assignment due by Sunday, April 11 @ 11:59 PM ET

Unit 05: Preparing and Participating in Media Interviews

Week 5 – Monday, April 12 to Sunday, April 18

Readings

- Chapters 9, 10 in Baron, N. (2010). Escape from the Ivory Tower; A Guide to Making Your Science Matter. Island Press.

Activities

- Complete Unit 03 by reading text, watching videos (if assigned), reviewing all unit Perspectives and Tools and Tips boxes, and working on upcoming assignments

Assessments

- Complete unit discussion by Sunday, April 18 @ 11:59 PM ET

Unit 06: Dealing with Conflict – Backlash in Communications and How to Respond to it

Week 6 – Monday, April 19 to Sunday, April 25

Readings

- Chapter 14 in Baron, N. (2010). Escape from the Ivory Tower; A Guide to Making Your Science Matter. Island Press.

- Chapters 1, 2 in Hoggan, J. I'm right and you're an idiot: the toxic state of public discourse and how to clean it up. New Society Publishers. 2016.

- Stoll, Mark. "Rachel Carson's Silent Spring, a Book that Changed the World." Environment & Society Portal, Virtual Exhibitions 2012, no. 1 [updated 6 February 2020]. Version 2.0. Rachel Carson Center for Environment and Society.

Activities

- Complete Unit 03 by reading text, watching videos (if assigned), reviewing all unit Perspectives and Tools and Tips boxes, and working on upcoming assignments

Assessments

- Complete unit discussion by Sunday, April 25 @ 11:59 PM ET

- Strategic Communications Plan and Mini-Portfolio due by Sunday, April 25 @ 11:59 PM ET

Residency

Dates: see course Announcements

During the upcoming the upcoming Residency, you will complete the Mock Interviews and Story Pitch assignment. Further details will be shared with you in the course Announcements.

Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

Table 1: Course Assessments

Assessment Item	Weight	Learning Outcomes
Discussion Participation	15%	1, 2, 3, 4, 5, 6

Assessment Item	Weight	Learning Outcomes
Assignment #1: Writing Effective Op-Eds	10%	3, 6
Assignment #2: Social Media	20%	2
Assignment #3: Strategic Communications Plan and Mini-Portfolio	40%	1, 6
Mock Interviews and Story Pitch	15%	3, 4
Total	**100%**	

Assessment Descriptions

Discussion Participation

An important aspect of the learning experience in this course is the online discussions which require you to respond to different topic questions. This experience provides you with the opportunity to share the knowledge you gained in the course and to engage in a dialogue with your classmates. There are specific discussion questions to respond to for each week of the course.

Writing Effective Op-Eds

Why Op-Eds are more important now than ever to help tell environmental stories?

There are far fewer science and environmental reporters covering the environment for newspapers, radio and television today than a decade ago. At the same time, public interest in environmental issues, such as climate change, remains high and new and emerging issues are breaking regularly (e.g., was COVID19 a consequence of the wild animal trade?). For this reason, news outlets are increasingly relying upon experts, outside of the media, to help educate and inform their audiences about environmental stories. One type of venue that remains particularly relevant (especially in print media), are op-eds that are written and submitted by experts to argue a position or offer a fresh perspective on a timely issue.

Social Media Reflection

We obtain and consume information about the world, such as the news, in a radically different way today than only a few years ago. Prior to 2000, the internet was simply another unidirectional type of technology for the one-way broadcast of information to consumers, who were constrained by slow dial-up connections and static web architecture. Today, internet platforms and the sophisticated web infrastructure that support them (such as mobile networks) facilitate the breathtaking exchange of

information among users; anyone can easily create, share and comment on content online, such as on social networking sites like Facebook or Instagram. This revolution is sometimes referred to as Web 2.0. As noted by Nancy Barron, the internet is not only user-controlled, it thrives on the interaction among its users. This particularly true of social media platforms, which have now become the preeminent forum for the exchange of information and ideas among the public.

Strategic Communications Plan and Mini-Portfolio

Reporters and editors are always looking for stories to cover. You can make their jobs easier by developing and packaging stories effectively in a manner that will grab their interest using some of the best practices in framing and messaging that we have learned about in the course. In addition, media collaterals such as op-eds or social media posts, should not be seen as one-off endeavors, but rather part of a long-term strategy to successfully achieve the goals of your conservation campaign. For this reason, developing a strategic communications plan that addresses critical issues such as identifying key audiences, framing and messaging and identifying the appropriate messengers etc. are all important to a successful communications campaign. It's important to remember that campaigns ebb and flow and your strategic plans can be influenced by emerging issues and developments (both positively and negatively). Maintaining a communications mini-portfolio of collaterals, such as media clippings, blog posts, draft media quotes and social media posts, will be useful to refer back to and to possibly pull out and use in your communications over the length of the campaign.

Mock Interviews and Story Pitch

Being an effective media spokesperson is critical in order to cultivate contacts in the news media who will be inclined to reach out to you as a source or be receptive to receiving a pitch from you on an interesting idea that could be turned into a news story.

Course Technology Requirements and Technical Support

CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](). Use the [browser check]() tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

https://opened.uoguelph.ca/student-resources/system-and-software-requirements

https://courselink.uoguelph.ca/d2l/systemCheck

Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);

- Install software, security, and virus protection;

- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;

- Be comfortable uploading and downloading saved files;

- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);

- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);

- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Chrome); and

- Perform online research using various search engines (e.g., Google) and library databases.

Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

CourseLink Support
University of Guelph
Day Hall, Room 211
Email: courselink@uoguelph.ca
Tel: 519-824-4120 ext. 56939
Toll-Free (CAN/USA): 1-866-275-1478

Walk-In Hours (Eastern Time):
Monday thru Friday: 8:30 am–4:30 pm

Phone/Email Hours (Eastern Time):
Monday thru Friday: 8:30 am–8:30 pm
Saturday: 10:00 am–4:00 pm
Sunday: 12:00 pm–6:00 pm

Course Specific Standard Statements

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

https://www.uoguelph.ca/ccs/infosec/aup

Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.

- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.

- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 48 to 72 hours.

- **Skype:** If you have a complex question you would like to discuss with your instructor, you may book a Skype meeting. Skype meetings depend on the availability of you and the instructor, and are booked on a first come first served basis.

Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;

- Using obscene or offensive language online;

- Copying or presenting someone else's work as your own;

- Adapting information from the Internet without using proper citations or references;

- Buying or selling term papers or assignments;

- Posting or selling course materials to course notes websites;

- Having someone else complete your quiz or completing a quiz for/with another student;

- Stating false claims about lost quiz answers or other assignment submissions;

- Threatening or harassing a student or instructor online;

- Discriminating against fellow students, instructors, and/or TAs;

- Using the course website to promote profit-driven products or services;

- Attempting to compromise the security or functionality of the learning management system;

- Sharing your username and password; and

- Recording lectures without the permission of the instructor.

Submission of Assignments to Dropbox

All assignments for this course should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time.** Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](https://support.opened.uoguelph.ca/contact).

https://support.opened.uoguelph.ca/contact

Late Policy

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by 5% per day after the deadline for the submission of the assignment to a limit of six days at which time access to the **Dropbox** folder will be closed.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will have grades posted online within 2 weeks of the submission deadline, if the assignment was submitted on time. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into WebAdvisor (using your U of G central ID). Open Learning program students should log in to the OpenEd Student Portal to view their final grade (using the same username and password you have been using for your courses).

https://webadvisor.uoguelph.ca

https://courses.opened.uoguelph.ca/portal/logon.do?method=load

Rights and Responsibilities When Learning Online

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

For more information on your rights and responsibilities when learning in the online environment, visit Rights and Responsibilities.

http://opened.uoguelph.ca/student-resources/rights-and-responsibilities

University of Guelph: Graduate Policies

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph Degree Student**, consult the Graduate Calendar for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the Open Learning Program Calendar for information about University of Guelph administrative policies, procedures and services.

https://www.uoguelph.ca/registrar/calendars/graduate/current/

http://opened.uoguelph.ca/student-resources/open-learning-program-calendar

Email Communication

University of Guelph Degree Students

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor (or designated person such as a teaching assistant) **in writing**, with your name, ID number and email contact.

University of Guelph Degree Students

Review the Graduate Calendar for information on regulations and procedures for Academic Consideration.

https://www.uoguelph.ca/registrar/calendars/graduate/current/

Drop Date

University of Guelph Degree Students

The last date to drop one-semester courses, without academic penalty, is indicated in the Schedule of Dates section of the Graduate Calendar. Review the Graduate Calendar for regulations and procedures for Dropping Courses.

https://www.uoguelph.ca/registrar/calendars/graduate/current/

Open Learning Program Students

Please refer to the Open Learning Program Calendar.

http://opened.uoguelph.ca/student-resources/open-learning-program-calendar

Copies of Out-of-Class Assignments

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Accessibility Services as soon as possible.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, email Accessibility Services or visit the Accessibility Services website.

accessibility@uoguelph.ca

https://wellness.uoguelph.ca/accessibility/

Open Learning Program Students:

If you are an Open Learning program student who requires academic accommodation, please contact the Academic Assistant to the Executive Director. Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please contact the Academic Assistant to the Executive Director at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to "level the playing field" for students with disabilities.

jessica.martin@uoguelph.ca

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph

students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

The Academic Misconduct Policy is detailed in the Graduate Calendar.

https://www.uoguelph.ca/registrar/calendars/graduate/current/

Copyright

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, review Fair Dealing Guidance for Students.

http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_policy_0.pdf

Graduate Student Responsibilities

From the choice of Advisor, choice of research project and through to degree completion, graduate students must recognize that they carry the primary responsibility for their success. The responsibilities assigned to Advisors, Advisory Committees and Departments provide the framework within which students can achieve success. Students should take full advantage of the knowledge and advice that the Advisor and Advisory Committee have to offer and make the effort to keep the lines of communication open. The Graduate Student Responsibilities are located in the Graduate Calendar.

https://www.uoguelph.ca/registrar/calendars/graduate/current/

General Regulations

Graduates students are expected to be familiar with the [General Regulations](#) in the Graduate Calendar, including those related to university-wide policies on admission, registration, graduation, theses, fees and other subjects of importance to graduate students.

https://www.uoguelph.ca/registrar/calendars/graduate/current/

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

COVID 19 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

https://news.uoguelph.ca/2019-novel-coronavirus-information/

Illness

The University will not normally require verification of illness (doctor's notes) for Fall 2020 or Winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

Removed Statements from F20 Outlines

Course Technologies

Ares

The library's Ares Course Reserve system is a software solution that provides you with access to digital resources used in your course. The system also provides information on print resources placed at the physical reserve desk at the library. Accessibility and privacy policy statements do not exist for this software.

CourseLink

Distance Education courses are offered entirely online using CourseLink (powered by D2L's Brightspace), the University of Guelph's online learning management system (LMS). By using this service, you agree to comply with the [University of Guelph's Access and Privacy Guidelines](). Please visit the D2L website to review the [Brightspace privacy statement]() and [Brightspace Learning Environment web accessibility standards]().

http://www.uoguelph.ca/web/privacy/

https://www.d2l.com/legal/privacy/

https://www.d2l.com/accessibility/standards/

Peer Evaluation, Assessment and Review (PEAR)

This course will use the Peer Evaluation, Assessment and Review (PEAR) tool. The **PEAR** tool is subject to the [University of Guelph's Access and Privacy Guidelines]() outlined on the University website. An accessibility statement does not exist for this course technology.

http://www.uoguelph.ca/web/privacy/

Respondus

This course will use the Respondus tool which is integrated with the **Quizzes** tool and will be used for your final exam. To learn more about [Respondus' Privacy Statement](), please visit their website. An accessibility statement does not exist for this course technology.

http://www.respondus.com/about/privacy.shtml

Turnitin

The Turnitin tool is used in this course and is integrated with the **Dropbox** tool. To learn more about [Turnitin's privacy pledge]() and [Turnitin's commitment to accessibility](), please visit their website.

http://turnitin.com/en_us/about-us/privacy

http://turnitin.com/en_us/about-us/accessibility