



# GEOG\*3210 Indigenous-Settler Environmental Governance

Summer 2024

Section: DE01

Department of Geography, Environment and Geomatics  
Credit Weight: 0.50

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## Course Details

### Calendar Description

This course seeks to understand the rationales for, and evolution of, the changing relationship between Indigenous Peoples and the Canadian state in environmental governance. Case studies cover different approaches to management including command and control, co-management, co-governance, biocultural and a variety of legislative and policy tools such as endangered species legislation, environmental impact assessments, and as Indigenous stewardship of traditional territories under natural law. Cases will be drawn from different resource management sectors, from governance to intra-community disputes and legal precedents. Traditional ecological knowledge, as well as our understandings of knowledge systems, will provide an analytical frame for assessing conflict as it arises in environmental governance.

**Pre-Requisite(s):** 1 of GEOG\*2030, GEOG\*2210, SOC\*2280

**Co-Requisite(s):** none

**Restriction(s):** none

**Method of Delivery:** Distance Education (asynchronous online)

### Final Exam

**Date/Time:** TBD

**Note:** Please read the important information about exam timing in the **Assessment Description** section under **Final Exam** in this Outline.

**Location:** Online via the **Quizzes** tool in CourseLink using Respondus LockDown Browser

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# Instructional Support

## Instructor

Dr. Amanda Hooykaas

Email: [amanda.hooykaas@uoguelph.ca](mailto:amanda.hooykaas@uoguelph.ca)

Office Hours via **Zoom**: Students may request a meeting with the Instructor or TA (Teaching Team) to discuss any issue that cannot be addressed via the Discussion Boards. Please note that further details will be posted in the **Announcements**. See also **Communicating with Your Instructor**.

## Teaching Assistant(s)

Name/Email: TBD

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## Learning Resources

### Required Textbook

There is no required textbook for this course.

### Course Materials

There are no required materials for this course.

### Supplementary Materials

An activity uses iNaturalist App, which can be downloaded for free from the App store.

### 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 may 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 Course Material and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: [libres2@uoguelph.ca](mailto:libres2@uoguelph.ca)

Location: McLaughlin Library, First Floor, University of Guelph

<https://www.lib.uoguelph.ca/find/course-reserves-ares>

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## Learning Outcomes

### Course Learning Outcomes

Humans have long been able to affect the environment, but never on such a scale. We are now altering the Earth's carbon cycle, which has resulted in climate change, and we have sped up, by more than 150 percent, the nitrogen cycle, which has led to acid rain, ozone depletion, and coastal dead zones, among other impacts. We have also replaced wilderness with clearcuts, mines, farms, cities, and infrastructure used to pump, drill, frack, strip mine and transport fossil fuels. The loss of natural areas is leading to the precipitous loss and decline of biodiversity, including once common species, like bees and other pollinators. Human have become a new kind of biological force that is altering the physical, chemical, and biological properties of the planet on a geological scale. Indeed, Nobel Prize-winning chemist Paul Crutzen has suggested that the current geologic period should, most appropriately, be called the Anthropocene Epoch to reflect our new status as a global force in driving ecological change — “the Human Age”.

This course seeks to understand the rationales for, and evolution of, the changing relationship between Indigenous Peoples and the Canadian state in environmental governance in response to the unprecedented changes underway in the Age of the Anthropocene. Case studies cover different approaches to management including command and control, co-governance, biocultural and a variety of legislative and policy tools such as endangered species legislation, protected areas, as well as Indigenous stewardship of traditional territories. Cases will be drawn from different resource management sectors, from governance to intra-community disputes and legal precedents. Indigenous traditional ecological knowledge, as well as our understandings of knowledge systems, will provide an analytical frame for assessing conflict as it arises in environmental governance.

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

1. To investigate the impacts of human activities on our planet in the Age of the Anthropocene, with a primary focus on land use and land use change.
2. Describe the state of biodiversity in Canada and the major drivers of species endangerment.
3. Outline major policies in Canada related to the protection and restoration of biodiversity, including endangered species legislation, protected areas, and Indigenous approaches to biodiversity stewardship.
4. Discuss the significance of Indigenous Rights in resource development conflicts, including Treaty and Aboriginal Rights as well as Canada's obligations as a signatory to the UN Declaration on the Rights of Indigenous Peoples.
5. To discuss the broader social contexts in which environmental decision-making is undertaken, including the significance of Indigenous Knowledge Systems.

## **Skill Acquisition**

In addition to learning the content, this course is designed to improve your abilities in:

- Communicating the nuance and complexity inherent in environmental issues clearly and effectively
  - Effective peer-to-peer commentary and cross-cultural communication skills
  - Effective and concise writing
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## **Teaching and Learning Activities**

### **Method of Learning**

In addition to traditional perspectives centering on environmental government policies, this course also incorporates Indigenous perspectives on the environment and emphasizes their governance in environmental management and decision making. It does so by providing students with access to primary source materials authored by Indigenous knowledge holders through text and video.

### **Course Structure**

The course is organized so that 1 unit is equal to 1 week's worth of learning and effort. It is structured as follows:

- Unit 01: Introduction to the Anthropocene and Natural Biomes of the Planet
- Unit 02: Introduction to Anthromes of the Planet
- Unit 03: Cultural Landscapes and Indigenous Land Stewardship
- Unit 04: The Status and Threats to Biodiversity
- Unit 05: Biodiversity Policy in Canada: Case Study on British Columbia
- Unit 06: Biodiversity Policy in Canada Continued: Species at Risk Act
- Unit 07: Introduction to Indigenous Peoples in Conservation
- Unit 08: Parks and Protected Areas Planning
- Unit 09: Indigenous-led Conservation: Indigenous Protected and Conserved Areas
- Unit 10: Cumulative Impacts
- Unit 11: Natural Capital and Land Use Planning in Urbanized Landscapes
- Unit 12: EcoHealth and the Role of Urban Nature in Public Health

### **What to Expect for Each Unit**

Each unit contains an Overview section that provides a general introduction to the concepts and content for the unit. Learning Outcomes note the unit-specific learning outcomes associated with the unit.

Unit content follows the Learning Outcomes. Content on the unit page helps situate key concepts. There are also assigned readings associated with each unit. Please refer the Schedule below to see which readings belong to which unit.

There are several different types of activities in the units. They include: Stop and think (asking you to reflect on something), Important Considerations (perspectives on actions), Explore it Further (resources you can access to explore topics on your own), and Stop and Do (acting upon an idea). These activities are designed to help reinforce unit content.

Each unit ends with Poll and Summary. The Poll is an opportunity for the class to reflect upon key course concepts, while the Summary highlights what has been covered in the unit.

## Schedule

It is strongly recommended that you follow the course schedule provided. The schedule outlines weekly tasks and lists important due dates for assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

### Unit 01: Introduction to the Anthropocene and Natural Biomes of the Planet

#### Week 1 – Thursday, May 9 to Sunday, May 19

##### Readings

- Maslin, M., and Lewis, S. (2021). Why the anthropocene began with European colonisation, mass slavery and the 'Great dying' of the 16th century. The Conversation. Retrieved January 25, 2022, from <https://theconversation.com/why-the-anthropocene-began-with-european-colonisation-mass-slavery-and-the-great-dying-of-the-16th-century-140661>
- Watch: the Anthropocene – the Human Epoch

##### 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 access to course reserve materials by selecting **Ares** on the navbar.
- Complete the **Practice Test** using Respondus through the **Quizzes** tool.
- Complete the poll question

### Unit 02: Introduction to Anthromes of the Planet

#### Week 2 – Monday, May 20 to Sunday, May 26

##### Readings

- Seddon, Turner, B., Berry, P., Chausson, A., & Girardin, C. A. J. (2019). Grounding nature-based climate solutions in sound biodiversity science. *Nature Climate Change*, 9(2), 84–87. <https://www-nature-com.subzero.lib.uoguelph.ca/articles/s41558-019-0405-0>

- Watch the film Fractured Land

### Activities

- Using the pan, zoom and timeline features on the Earth Engine mapping tool, spend some time exploring the human-driven changes that have occurred across our planet as a result of patterns of land use and land use change.
- Complete poll question

### Assessments

- Collaborative Policies and Perspectives Paper: By the end of Week 2, you and your group should be in touch with one another.
- Journal Ignite Presentation/Document: By the end of Week 2, you should have a peer-reviewed journal article selected.

## Unit 03: Cultural Landscapes and Indigenous Land Stewardship

### Week 3 – Monday, May 27 to Sunday, June 2

#### Readings

- Oviedo, Maffi, L., & Bille Larsen, P. (2000). Indigenous and traditional peoples of the world and ecoregion conservation: an integrated approach to conserving the world's biological and cultural diversity. WWF International. [https://terralingua.org/wp-content/uploads/2022/01/report\\_indigenous-and-traditional-peoples-of-the-world-and-ecoregion-conservation.pdf](https://terralingua.org/wp-content/uploads/2022/01/report_indigenous-and-traditional-peoples-of-the-world-and-ecoregion-conservation.pdf)
- Watch the film Cree Hunters of Mistassini

#### Assessments

- Collaborative Policies and Perspectives Paper: By the end of Week 3, your group should have a plan for:
  - a) how you will communicate with one another and
  - b) how you will address the required work necessary to complete this assignment evenly and fairly among all group members and
  - c) have selected the plant or animal that your work will focus on.

## Unit 04: The Status and Threats to Biodiversity

### Week 4 – Monday, June 3 to Sunday, June 9

#### Readings

- Moola, Page, D., Connolly, M., & Coulter, L. (2007). Waiting for the Ark: The biodiversity crisis in British Columbia, Canada, and the need for a strong endangered species law. *Biodiversity (Nepean)*, 8(1), 3–11. <https://doi.org/10.1080/14888386.2007.9712817>
- Watch the film Spoil

#### Activities

- Install the mobile iNaturalist App on your smartphone or tablet. It can be downloaded for free from the App Store or as an Android App on Google Play. Use iNaturalist to photograph and identify the plants and animals that you encounter on your next walk or hike in nature.
- Complete the poll question

### Assessments

- Collaborative Policies and Perspectives Paper: You will have all the information you need to complete the assignment. By the end of Week 4, you and your group should begin working on writing the paper.
- Journal Ignite Presentation/Document due Sunday, June 9 by 11:59 PM ET

## Unit 05: Biodiversity Policy in Canada: Case Study on British Columbia

### Week 5 – Monday, June 10 to Sunday, June 16

#### Readings

- WWF-Canada. 2020. Living Planet Report Canada: Wildlife At Risk. Currie J. Snider J. Giles E. World Wildlife Fund Canada. Toronto, Canada.
- When it comes to addressing the biodiversity crisis, Canada's environmental laws fall short. Justina Ray, Andrea Olive, Jamie Grimm. The Narwhal. 2021. <https://thenarwhal.ca/opinion-biodiversity-crisis-environmental-laws/>
- Watch the film Being Caribou

#### Assessments

- Collaborative Policies and Perspectives Paper: You will be completing the paper.

## Unit 06: Biodiversity Policy in Canada Continued: Species at Risk Act

### Week 6 – Monday, June 17 to Sunday, June 23

#### Readings

- Nixon, S., Page, D., Pinkus, S., Podolsky, L., Russell, S. and Shearon, S. (2012). Failure to Protect: Grading Canada's Species at Risk Laws. Ecojustice. [https://ecojustice.ca/wp-content/uploads/2014/08/Failure-to-protect\\_Grading-Canadas-Species-at-Risk-Laws.pdf](https://ecojustice.ca/wp-content/uploads/2014/08/Failure-to-protect_Grading-Canadas-Species-at-Risk-Laws.pdf)
- Watch the film Jumbo Wild.

#### Activities

- Read the WWF Living Planet Report and test yourself on how well you know the main drivers and consequences of biodiversity decline in Canada by taking the following online [quiz](#).
- Click on the [interactive map](#) to explore conservation ranks, population density estimates and threats facing Grizzly Bear Population Units (GBPUs) in British Columbia.

- Complete poll question.

### Assessments

- Collaborative Policies and Perspectives Paper: Due: Sunday, June 23 by 11:59 PM ET

## Unit 07: Introduction to Indigenous Peoples in Conservation

### Week 7 – Monday, June 24 to Sunday, June 30

#### Readings

- Reid, A. J., Eckert, L. E., Lane, J., Young, N., Hinch, S. G., Darimont, C. T., . . . Marshall, A. (2020). "Two-Eyed seeing": An Indigenous framework to transform fisheries research and management. *Fish and Fisheries*. <https://onlinelibrary.wiley.com/doi/full/10.1111/faf.12516>
- Watch the lecture by Nisga'a Fisheries scientist Andrea Reid on Two-Eyed Seeing: An Indigenous framework to transform fisheries research and management

#### Activities

- Read and reflect on how to be an [ally of Indigenous Conservation](#)

#### Assessments

- Unessay: You will identify a suitable topic and begin to prepare your Unessay (look up examples online).
- Collaborative Policies and Perspectives Paper Peer Evaluation: You will independently evaluate your peers on their contributions to the collaborative paper. This will be done anonymously via the PEAR Tool. Due: Sunday, June 30 by 11:59 PM ET

## Unit 08: Parks and Protected Areas Planning

### Week 8 – Monday, July 1 to Sunday, July 7

#### Readings

- Geldmann, J., Manica, A., Burgess, N. D., Coad, L. & Balmford, A. A global-level assessment of the effectiveness of protected areas at resisting anthropogenic pressures. *PNAS USA* 116(46), 23209–23215. [https://doi.org/10.1073/pnas.1908221116\(2019\)](https://doi.org/10.1073/pnas.1908221116(2019)).

#### Activities

- Participate in the virtual reality ecological corridors experience: [Bear 71](#)

#### Assessments

- Unessay: Continue to work on your Unessay (be sure the format used is accessible to your peers and your Instructor).

## Unit 09: Indigenous-led Conservation: Indigenous Protected and Conserved Areas (IPCAs)

### Week 9 – Monday, July 8 to Sunday, July 14



## Readings

- Artelle, K., Zurba, M., Bhattacharyya, J., Chan, D., Brown, K., Housty, J., & Moola, F. (2019). Supporting resurgent Indigenous-led governance: A nascent mechanism for just and effective conservation. *Biological Conservation*, 240, 108284–  
<https://doi.org/10.1016/j.biocon.2019.108284>

## Unit 10: Cumulative Impacts

### Week 10 – Monday, July 15 to Sunday, July 21

#### Readings

- [The Atlas of Cumulative Landscape Disturbance in the Traditional Territory of Blueberry River First Nations](#). 2016. David Suzuki Foundation.
- Watch the online dialogue Beyond Pipelines: managing the cumulative impacts of resource development in British Columbia.

#### Assessments

- Unessay: Due Sunday, July 21 by 11:59 PM ET

## Unit 11: Natural Capital and Land Use Planning in Urbanized Landscapes

### Week 11 – Monday, July 22 to Sunday, July 28

#### Readings

- Gómez-Baggethun, & Barton, D. N. (2013). Classifying and valuing ecosystem services for urban planning. *Ecological Economics*, 86, 235–245.  
<https://doi.org/10.1016/j.ecolecon.2012.08.019>

#### Assessments

- Unessay Peer Response: Due Sunday, July 28 by 11:59 PM ET

## Unit 12: EcoHealth and the Role of Urban Nature in Public Health

### Week 12 – Monday, July 29 to Friday, August 2

#### Readings

- Xing, & Brimblecombe, P. (2020). Trees and parks as “the lungs of cities.” *Urban Forestry & Urban Greening*, 48, 126552–. <https://doi.org/10.1016/j.ufug.2019.126552>
- Watch the film Frederick Law Olmsted: Designing America

#### Activities

- Use the Michigan – Environmental Project online interactive tool to map and vulnerabilities of communities to environmental exposures, such as air pollution and climate change.

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## 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 Name	Week Due	Weight	Alignment to CLO	Technology Used
Journal Ignite Presentation/Document	4	25 %	1,2, 3, 4, 5	MS Word MS Powerpoint
Collaborative Policies and Perspectives Paper	6	20%	1,2, 3, 4, 5	MS Word PEAR Tool
Peer Evaluation	7	5%		
Unessay	10	20%	1,2, 3, 4, 5	Student choice, provided final product is accessible via Dropbox
Peer Response	11	5%		
Online Final Exam	Exam period	25%	1, 2, 3, 4, 5	Online
Total		100%		

## Assessment Descriptions

### Journal Ignite Presentation/Document

You will choose an article from a peer-reviewed academic journal to present for a wider audience (aim for a tenth-grade level). The paper should be on a recently published scientific paper (last five years) that has addressed either the: 1) drivers and/or 2) outcomes of land use and land use change in the Anthropocene. Presentations will be formatted as Ignite Presentations; each presentation is accompanied by 20 slides, which are set to automatically advance every 15 seconds (5 minutes in total) – all done in Powerpoint. In this presentation, you as the speaker will be visible and speaking on your slides. In addition, you will be required to submit a one-page document highlighting key points from your presentation and making robust connections to at least two units from GEOG 3210. *Your presentation must be formatted with correct timing) to DropBox and be accessible to the Teaching Team. One-page documents are to be posted to the discussion board by the due date as well.*

## **Collaborative Policies and Perspectives Paper**

As a Team, you will identify a specific species at risk in Canada and discuss policies and Indigenous perspectives (in a specific region/geographical boundary). In this paper, you will review and discuss the ecology, conservation status, threats, sociocultural and economic use/value, and management of the species that you and your group have chosen as a topic. You will also discuss policy, legislation, and potential challenges to both from both a state and Indigenous perspective. This paper will be 8-10 pages in length and formatted in APA.

### **Peer Evaluation**

Peer evaluations are an assessment strategy used to understand group dynamics and contributions. Your peers' appraisal will be used in conjunction with the assessment of your peer evaluation form and conducted via the PEAR Tool. **\*DO NOT\*** assume that everyone in the group will evaluate the same. Know that feedback provided will be anonymous and also be evaluated in terms of quality and value. Please offer constructive criticism and a reason for your choice, should any mark be less than 6/10 or more than 8/10. Please use appropriate and professional language.

### **Unessay**

Research paper assignments are commonplace in academia, and while they should allow students the freedom to explore topics in depth and present ideas and findings in a logical manner, they often end up being somewhat unimaginative summaries of the literature. The purpose of the "Unessay" assignment is to give students a creative opportunity to engage with themes related to a current Indigenous-Settler relations issue in natural resource management in Canada. Students not only choose the topic, and therefore content, of their assignment, but also the *medium* by which the content is communicated to its intended audience. In other words, an Unessay will allow you to use higher order of thinking and learning. Because Indigenous culture is rooted in oral tradition, please consider how you will incorporate this into your Unessay. The following formats are not permitted: Powerpoint presentation or traditional essay. Besides enlarging your knowledge about a specific topic, you will be able to gain and demonstrate skills in: information seeking – the ability to identify and read the literature efficiently; critical appraisal – the ability to apply principles of analysis to varied sources of information and selection of what information to include; and communication – the ability to convey information and ideas effectively and concisely.

### **Peer Response**

For your video response (between 3-5 minutes in length), please provide your thoughts on their work. How might you relate? How does it resonate with you and your own unessay? What additional insights might you offer on the topic they have chosen? This response should be a combination of both reflection/recognition of their work and also some connection to your own. Your mark will come from the quality of the response you provide to your peer, not on the response you might get from your peer on your own assignment. Be authentic, be organized, be supportive, be reflective, be insightful.

## **Online Final Exam with Respondus Lockdown Browser**

This course requires the use of Respondus LockDown Browser to proctor your online final exam within CourseLink. Use of Lockdown Browser has been implemented to maintain the academic

integrity of the final exam. You must [download and install LockDown Browser](#) to complete the practice test and final exam.

The final exam for this course will potentially cover all course materials. The types of question you may encounter can include:

1. Multiple choice
2. True or False
3. Short Answers
4. Long Answer (Essay)

The final exam will be delivered via the **Quizzes** tool. The exam is 2 hours in length and will be held on Monday, August 12, 2024.

To accommodate students who may be located in various time zones, the exam will be available beginning at 11:30am until 1:30pm Eastern Time (ET). You can enter the exam at any point during this window of time but will only have 2 hours to complete it from when you start writing. For example, if you start writing the exam by 12:00pm you will have until 2:00pm to complete it. After 1:30pm ET you will no longer be able to enter the exam environment.

Similar to a sit-down exam where you must arrive prior to the start of the exam, it is highly recommended that you enter the online exam environment in Respondus at least 20-30 minutes before the end of the available window to allow enough time for you to complete the Respondus Startup Sequence and ensure that you have the full two hours for the exam.

Please be sure to review the Using Respondus Lockdown Browser instructions by selecting **Content** on the navbar to locate **Assessments** in the table of contents panel.

**Important Note:** There is a mandatory practice test that you are required to take before the online exam. The purpose of the practice test is to ensure that Respondus LockDown Browser is set up properly and that you are comfortable using the software.

If you have any questions regarding the use of Respondus Lockdown Browser or if you encounter any technical issues during the practice test or final exam, please contact CourseLink Support at [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca) or 519-824-4120 ext. 56939.

University of Guelph degree and associate diploma students as well as Open Learning program students must check [WebAdvisor](#) for their examination schedule.

<http://www.respondus.com/lockdown/download.php?id=273932365>

<https://www.uoguelph.ca/webadvisor>

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## 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>

## Respondus LockDown Browser Requirements

Respondus LockDown Browser is a locked browser for taking quizzes in CourseLink. It prevents you from printing and copying; using other operating software; using search engines (e.g., going to another URL); communicating via instant messaging; and it blocks non-web-related software (e.g., Adobe PDF, Microsoft Word).

In order to use Respondus LockDown Browser, your computer system must meet the following [system and software requirements](#).

If you have any questions about the system and software requirements, contact [CourseLink Support](#).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements#Respondus-LockDown-Browser-and-Monitor>

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

## Zoom Requirements

This course may use Zoom as a video communication tool. A Webcam, headphones/speakers may be needed. Review the [Zoom information for students \(uoguelph\)](#) to ensure that your computer meets the technical requirements.

<https://support.opened.uoguelph.ca/students/courselink/tools/content/zoom>

## 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 or government 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](mailto: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

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## 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.
- **Online meeting:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting. Online 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>

## **Late Policy**

If you choose to submit your individual assignments to the Dropbox tool late, the full allocated mark will be reduced by 10% per day after the deadline for the submission of the assignment to a limit of five 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.

For late final exam submissions to the **Quizzes** tool, your attempt will be flagged as late, and you will be prevented from making further changes to your attempt once your time ends. Make sure you save all your responses to the exam questions. For details on how long you have to complete the quiz or exam, please see the instructions in **Assessments** on CourseLink. The **Quizzes** tool counts down your time in the upper-left hand corner. Please pay close attention to this countdown and save your answers frequently.

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://www.uoguelph.ca/webadvisor>



<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>

## **Turnitin Originality Check**

In this course, your instructor will be using Turnitin, integrated with the CourseLink **Dropbox** tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

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## **University Standard Statements**

### **University of Guelph: Undergraduate 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 [Undergraduate 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/undergraduate/current/>

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

### **Email Communication**

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.

## **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 **in writing**, with your name, ID number and email contact.

### **University of Guelph Degree Students**

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

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

## **Drop Date**

### **University of Guelph Degree Students**

Students will have until the last day of classes to drop courses without academic penalty. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#).

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

## **Copies of Assignments**

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

## **Accessibility**

### **University of Guelph Degree Students**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](mailto:accessibility@uoguelph.ca) or visit the [Accessibility Services website](https://wellness.uoguelph.ca/accessibility/).

[accessibility@uoguelph.ca](mailto: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 Open Learning program Counsellor](#). 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 Open Learning program Counsellor](#) 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.

<mailto:counsellor@OpenEd.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.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

## Copyright Notice

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](#).

<https://www.lib.uoguelph.ca/about/policies/fair-dealing-policy>

## 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.

## Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).