



UNIVERSITY OF  
**GUELPH**

# GEOG\*3210 Indigenous-Settler Environmental Governance

Summer 2026

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:** TBD

**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 and Monitor (webcam + screen recording)

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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**.

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## Learning Resources

### Required Textbook

There is no required textbook for this course.

### Course Materials

This course requires the use or purchase of a webcam to complete the course activities and/or assessments. Note that iPads may not be used to complete the exams using Respondus and students are responsible for using alternate technologies (e.g., computer or laptop). It is your responsibility to ensure that you have all of the required materials for the course.

### Supplementary Materials

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

### Cost of Textbook and Learning Resources

No Textbook or Learning Resource Costs Associated with the Course

### 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 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 to the Anthropocene and Natural Biomes of the Planet

#### Week 1 – Thursday, May 7 to Sunday, May 17

##### 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 and online learning by reviewing **Help & Resources** 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 **AI Literacy Module** under **Content**.
- 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 18 to Sunday, May 24

#### 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

- 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 25 to Sunday, May 31

#### 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

- None

## Unit 04: The Status and Threats to Biodiversity

### Week 4 – Monday, June 1, to Sunday, June 7

#### 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

- Journal Ignite Presentation/Document due in the **DropBox** and **FeedbackFruits** by Sunday, June 7 by 11:59 PM ET

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

### Week 5 – Monday, June 8 to Sunday, June 14

#### 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/>
- Ontario Endangered Species Act is officially dead. Here's what it means. Leah Borts-Kuperman. *The Narwhal*. 2026. <https://thenarwhal.ca/ontario-species-conservation-act-enforced/>
- Watch the film Being Caribou

## Assessments

- Peer Evaluation for Journal Ignite Presentation due Sunday, June 14 by 11:59PM ET in **FeedbackFruits**, available for evaluation between Monday, June 8 at 8:00AM ET and Sunday, June 14 at 11:59PM ET

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

### Week 6 – Monday, June 15 to Sunday, June 21

#### 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
- 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

- None

## Unit 07: Introduction to Indigenous Peoples in Conservation

### Week 7 – Monday, June 22 to Sunday, June 28

#### 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

- **Midterm Exam** via the **Quizzes** tool with Respondus Lockdown Browser and Monitor (webcam + screen recording).  
Midterm opens: Friday, June 26 at 8:00am ET  
Midterm closes: Friday, June 26 at 8:00pm ET.
- Unessay: You will identify a suitable topic and medium and begin to prepare your Unessay (look up examples online).

## Unit 08: Parks and Protected Areas Planning

### Week 8 – Monday, June 29 to Sunday, July 5

#### 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 6 to Sunday, July 12

#### 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

### Monday, July 13 to Sunday, July 19

#### 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 in the **DropBox** and **FeedbackFruits** by Sunday, July 19 by 11:59 PM ET

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

### Week 11 – Monday, July 20 to Sunday, July 26

#### 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 Responses (x2) due Sunday, July 26 by 11:59 PM ET in **FeedbackFruits**, available for evaluation between Monday, July 20 at 8:00AM ET and Sunday, June 26 at 11:59PM ET; note that uploading videos can take time and it is strongly recommended that this task is completed at least thirty minutes ahead of the deadline to ensure adequate processing time.

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

### Week 12 – Monday, July 27 to Friday, July 31

**Note:** This is a shortened learning week. Please note the due dates carefully.

#### 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	20 %	1,2, 3, 4, 5	MS Word
Peer Evaluations (x2)	5	5%		MS Powerpoint FeedbackFruits
Midterm	7	25%	1,2, 3, 4, 5	Online
Unessay	10	20%	1,2, 3, 4, 5	Student choice, provided final product is accessible via Dropbox
Peer Responses (x2)	11	5%		FeedbackFruits
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.*

### Peer Evaluation

The evaluations must be carried out via **FeedbackFruits**, as it is linked with CourseLink. To participate in the review, you will log into **FeedbackFruits** in the **Assessments** under **Content**. **FeedbackFruits** is a tool that can accept student submissions for review and then collect and organize feedback (including text-

based comments and/or marks). Marks and any text-based feedback will be released to students once all the reviews are complete and reviewed by the instructor. In the Review phase, you will be assigned to evaluate 2 of your peers' journal presentations and associated documents. Your task as a peer evaluator will be to provide feedback for each prompt of the evaluation and provide text-based comments. You cannot assign every student the same grade and every grade above 8 and below 6 must also have a detailed comment that clarifies why this grade was chosen. Note the due date in the **Schedule**.

## 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

The evaluations must be carried out via **FeedbackFruits**, as it is linked with CourseLink. To participate in the review, you will log into **FeedbackFruits** in the **Assessments** under **Content**.

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.

## Midterm Exam with with Respondus Lockdown Browser and Monitor (webcam + screen recording)

See the **Schedule** for the Midterm Exam. The midterm will be comprehensive and cover the learning content from units 1-7, including unit content, textbook readings, and

resources available through **Ares**. The exam will include a section with multiple-choice and true/false questions, and an additional section with short-answer questions.

The midterm exam is an individual assessment and should be written without the assistance of your classmates, course notes, or readings.

This exam is delivered using the **Quizzes** tool in CourseLink with the Respondus Lockdown Browser and Monitor (webcam + screen recording). See the Respondus section below for details. Additional information can be found in the **Assessments** module under **Content** in the course website.

### **Online Final Exam with Respondus Lockdown Browser and Monitor (webcam + screen recording)**

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 using Respondus LockDown Browser (webcam + screen recording). See the section below for details about using Respondus. The exam is 2 hours in length.

To accommodate students who may be located in various time zones, the exam will be available for a 1-hour window at the beginning of the scheduled exam, 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.

University of Guelph degree and associate diploma students must check [WebAdvisor](#) for the final exam location, while Open Learning program students must check [Exam Schedules By Semester](#).

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

<https://www.uoguelph.ca/registrar/enrolment-records/exams/#exam-schedules-by-semester>

### **Respondus LockDown Browser and Monitor (webcam + screen recording)**

This course requires the use of Respondus LockDown Browser and Monitor (webcam + screen recording) to proctor your online midterm and final exams within CourseLink. Use of Lockdown Browser with a webcam and screen recording has been implemented to maintain the academic integrity of the final exam. You must [download and install LockDown Browser and Monitor](#) to complete the practice test and final exam. While writing the practice test and final exam, you must show your university issued identification card during the Respondus Startup Sequence. Due to technical reasons, iPads may not be used for the exams.

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 and Monitor 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 midterm and final exams. The purpose of the practice test is to ensure that Respondus LockDown Browser and Monitor is set up properly and that you are comfortable using the software.

If you have any questions regarding the use of Respondus Lockdown Browser and Monitor 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.

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

### **Requesting an Alternate Format without Respondus Monitor**

Alternative arrangements for students who object to the use of Respondus Monitor will continue to be made following current guidelines: Students may request an alternative assessment that does not use Respondus Monitor by contacting their instructor. Such requests must be made at least three business days (weekdays) in advance of a scheduled assessment.

### **Alternate Format**

The alternate format of the assessment will be Online via the **Quizzes** tool in CourseLink using Respondus LockDown Browser with live invigilation with MS Teams or Zoom.

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## Last Day to Drop Course

The final day to drop S26 courses without academic penalty is the last day of classes: July 31.

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

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## Use of Artificial Intelligence

The use of artificial intelligence (AI) in this course must align with academic integrity principles. Students are expected to complete their work independently and showcase

their problem-solving abilities. Undeclared and/or unauthorized use of AI tools to produce coursework is considered a form of academic misconduct. Any misuse of AI tools, including submitting AI-generated work, may be considered academic misconduct. For specific guidelines on acceptable AI use in your course, please check with your instructor.

Review the [University of Guelph's Statement on Artificial Intelligence Systems, ChatGPT, and Academic Integrity](#) for more information.

<https://news.uoguelph.ca/2023/03/university-of-guelph-statement-on-artificial-intelligence-systems-chatgpt-academic-integrity/>

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## Course Grading Policies

### Extension Considerations

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 return marked materials to you in the shortest possible time.

### Late Assignments

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.

For late 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.

### 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.

Final grades will be available at the end of the semester. 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 [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.scs.uoguelph.ca/portal/logon.do?method=load>

## Submission of Assignments to Dropbox

All assignments for this course should be submitted electronically via the online **Dropbox** tool. Some assignments also require submission to **FeedbackFruits**. 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.courselink.uoguelph.ca/contact>

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## 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://www.uoguelph.ca/continuing-studies/technical-requirements/>

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

## Respondus LockDown Browser and Monitor 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).

Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to ensure academic integrity during online exams. The software captures video during the exam and allows the instructor to review the video once the exam is completed.

In order to use Respondus LockDown Browser and Monitor, 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://www.uoguelph.ca/continuing-studies/technical-requirements/#Respondus-LockDown-Browser-and-Monitor>

<https://support.courselink.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](#) to ensure that your computer meets the technical requirements.

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

## FeedbackFruits

This course will use the **FeedbackFruits** tool for peer evaluation. **FeedbackFruits** is a tool that empowers students to give meaningful feedback to their peers using structured rubrics. Learn more about the tool by reviewing the [Applicant & Candidate Privacy Statement policy](#) and the [Accessibility: WCAG Compliance](#) information.

<https://feedbackfruits.com/applicant-candidate-privacy-statement-policy>

<https://help.feedbackfruits.com/hc/en-us/articles/23527091756946-Accessibility-WCAG-Compliance>

## 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

Johnson Hall, Room 064

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 a.m.–4:30 p.m.

### Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 a.m.–8:30 p.m.

Saturday: 10:00 a.m.–4:00 p.m.

Sunday: 12:00 p.m.–6:00 p.m.

## Standard Statements for Online Courses

### Acceptable Use

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

<https://ithelp.uoguelph.ca/policy/acceptable-use-policy>

## 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.

## 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 the [Fair Dealing Policy](#).

<https://www.lib.uoguelph.ca/scholarship-publishing/copyright-university-guelph/>

## Respondus Policy Violation Consequences

If your video is flagged, your instructor will review it. If this review indicates a suspected case of academic misconduct, your instructor will initiate the procedures for such cases and you may be subject to the penalties as outlined in the University's [Academic Misconduct Policy](#).

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>

## 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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## Standard Statements for Open Learning Program Students

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

**Open Learning program (OLP) students** are required to follow the same Senate-approved academic regulations as University of Guelph undergraduate students. For information on academic misconduct, academic accessibility accommodations, academic accommodation of religious obligations, and withdrawal procedures, consult [Academic Policies and Procedures](#) and [Withdrawals, Refunds, and Transfers](#) on the School of Continuing Studies website. You may also contact the School of Continuing Studies' [Learner Success Advisor](#) for assistance.

<https://www.uoguelph.ca/continuing-studies/academic-policies/>

<https://www.uoguelph.ca/continuing-studies/withdrawals-refunds-transfers/>

[scs-counsellor@uoguelph.ca](mailto:scs-counsellor@uoguelph.ca)

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## Standard Statements for Undergraduate Courses

As a student at 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 and associate diploma student, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

<https://calendar.uoguelph.ca>

### Academic Integrity

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 outlined in the Undergraduate Calendar.

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>

## **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 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the [SAS website](#).

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

### **Accommodation of Religious Obligations**

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodations of Religious Obligations](#).

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>

## Copies of Out-of-class Assignments

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

## Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>

## 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.

## Health and Wellbeing

The University of Guelph provides a wide range of health and well-being services at the [Vaccarino Centre for Student Wellness](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

<https://wellness.uoguelph.ca/>

<https://wellness.uoguelph.ca/navigators>

<https://wellness.uoguelph.ca/shine-this-year>

## 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).

## Recording of Materials

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

## Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

<https://calendar.uoguelph.ca/>

## When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>