



GEOG*1220 Explaining Environmental Change

Summer 2025

Section: DE01

Department of Geography, Environment and Geomatics

Credit Weight: 0.50

Course Details

Calendar Description

This course introduces foundational concepts for understanding how the world's most pressing environmental problems, such as climate change, biodiversity loss, and water pollution, have their roots in societal structures and processes. It integrates perspectives from both earth systems and social sciences and contrasts issues, drivers, and governance approaches from around the world, but with emphasis on Canadian and US examples.

Pre-Requisite(s): None

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Distance Education (asynchronous online)

Final Assignment (Research Journal – Policy Memo)

Available on: Thursday, May. 8 at 12:01 a.m. E.T. via the **Assessments** module

Due Date: Friday, Aug. 1 before 4:30 p.m. E.T. via the **Dropbox** tool

Note: There is no traditional scheduled final exam in the course. Instead, you will complete a final assignment. The Final Assignment is to be submitted via the **Dropbox** tool in CourseLink.

Instructional Support

Instructor

Dr L.J. Brown (pronouns: She/Her/Hers)

Email: laura@uoguelph.ca

Phone: 519-824-4120 x 53527

Office: Hutt Building, room 343a

As a geographer, environmental modeller, and consultant, I collaborate on projects that identify vulnerable or high-risk areas for adaptation or mitigation planning. My past research includes modelling water availability in the Mhlathuze Catchment for post-apartheid water resource reallocation in KwaZulu-Natal, and desertification and wind erosion in Jordan for a NATO Science for Peace program. As part of the Resilient Communities Research Collaborative at Wilfrid Laurier University, I've contributed as a climate and extreme weather modeller, using IPCC GCMs to project local-scale impacts in Ontario. My past work includes modelling future extreme events for urban and rural risk assessments, mapping Sugar Maple habitats' migration due to climate change, and modelling the shift in sap season. Recently, I was part of a team that received the 2022 Emergency Management Exemplary Service Award for our work with Canadian First Nations on-reserve residents vulnerable to climate change-induced flooding.

Please note that the best way to contact me if it is not a personal situation is to use the Discussion Q and A tool. See also **Communicating with Your Instructor** .

Teaching Assistant(s)

Name: TBD

Email: TBD

Learning Resources

Required Textbook

There is no required textbook for this course. All required reading materials are located in **Ares**.

Course Website

[CourseLink](https://courselink.uoguelph.ca) (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

Location: McLaughlin Library, First Floor, University of Guelph

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

Learning Outcomes

Course Learning Outcomes

This course introduces foundational concepts for understanding human-environment relationships. Our goal is to recognize how the world's most pressing environmental problems—climate change, biodiversity loss, water pollution, and so on—have their roots in societal structures and processes. We will achieve this by integrating earth systems and social sciences perspectives.

The course is best described as two-fold. Each week we will learn key concepts—including earth system cycles and feedbacks as well as environmental governance and justice—that help us think about human-environment relationships. Each week we will also apply these concepts by exploring a range of case studies of environmental change, with a focus on food, energy, and water systems. Throughout the course, we will contrast issues and governance approaches from around the world, but with emphasis on Canadian and U.S. contexts.

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

1. Identify and describe human impacts on the environment across a variety of earth systems and scales;
2. Define concepts from earth system sciences that characterize environmental change from a biophysical perspective (e.g., feedback loops, open/closed systems, nutrient cycles, etc.) and apply these concepts to specific cases and examples;
3. Discuss the social scientific concepts that drive human impacts on the environment (e.g., institutional failures, market failures, environmental racism, etc.) and different ways governments, companies, and civil society actors govern environmental change, and apply these concepts to specific cases and examples;

4. Investigate, evaluate, and synthesize diverse sources of knowledge about real-world, place-based environmental issues; and
 5. Write a policy memo that provides an overview of what we know about a specific environmental change, its societal drivers, and potentially effective governance approaches.
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Teaching and Learning Activities

Method of Learning

In this course, you'll learn how to explain the societal drivers of environmental change by *doing* and *reflecting*. You'll *do* this by engaging with a variety of assigned readings—academic and real-world materials, including short background chapters from a textbook, policy reports, and peer-reviewed research papers. You'll also read, listen to, and watch content within each unit. Each unit introduces you to key concepts in earth systems and social sciences and expands upon ones covered in the assigned readings. Case studies illustrate how these concepts explain environmental systems and changes in food and agriculture, fisheries, biodiversity conservation, and more. However, the only way you'll be able to make sense of all the material you're engaging with is by *reflecting* on it along the way. Each unit includes several activities such as “stop and think” reflection questions, interactive maps and charts, and “test your knowledge” quizzes. These are meant to help you solidify your understanding of the material by getting you to interact with and consider it more closely. To demonstrate your budding expertise in explaining environmental change, you'll conduct a small independent research project over the course of the semester.

Course Structure

The course is organized into the following 12 weekly units:

- Unit 01: Overview and Earth System Science
- Unit 02: The Anthropocene
- Unit 03: Population
- Unit 04: Institutions
- Unit 05: Ethics and Values
- Unit 06: Writing Research Summaries
- Unit 07: Risk Governance
- Unit 08: Markets
- Unit 09: Political Economy
- Unit 10: Settler Colonialism

- Unit 11: Environmental Justice
- Unit 12: Synthesizing Research

What to Expect for Each Unit

Each unit begins with an introduction outlining the key learning outcomes and assigned readings. These short background readings should be completed first, with notes taken to support your understanding of the material that follows.

After the readings, you'll find 1–3 pages reviewing and/or introducing key concepts. These are followed by 1–2 case studies that apply these concepts to real-world environmental issues such as water scarcity, eutrophication, or biodiversity loss.

Most units also include a short exercise designed to help you engage actively with the topic. These may involve small activities, data interpretation, or guided reflection prompts to reinforce learning.

To wrap up each unit, a brief quiz will help you review and retain essential facts and definitions, ensuring that you're building a solid foundation as the course progresses

Schedule of Topics and Assignments

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

First day of Class – May 8

Readings

- The Course Outline

Activities

- Familiarize yourself with the course website
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar.
- Participate in the **Introduce Yourself Discussion** via the **Discussions** tool.

Assessments

- **Complete the Course Outline Quiz via the Quizzes tool**

Opens: Thursday, May 8 at 12:01 a.m. E.T.

Closes: Sunday, May 25th at 11:59 p.m. E.T.

Unit 01: Overview and Earth System Science

Week 1 – Monday, May 12 to Sunday, May 18

Readings

- Ares: Turner's *The Anthropocene*
 - Section 1 – Question 3: What is the Earth System?
 - Section 1 – Question 4: What are Biogeochemical Cycles?
- CourseLink: Unit 01 content

Activities

- Complete the **Unit 01 Activities** and **Unit 01 Reflection Exercise**.

Assessments

- Complete the **Unit 01 Quiz** via the **Quizzes** tool
Opens: Monday, May 12 at 12:01 a.m. E.T.
Closes: Sunday, May 18 at 11:59 p.m. E.T.

Unit 02: The Anthropocene

Week 2 - Tuesday, May 20 to Sunday, May 25 - Note: This is a shortened week due to the Holiday on Monday the 19th. Please carefully note the Quiz opening and closing dates.

Readings

- Ares: Turner's *The Anthropocene*
 - Section 1 – Question 1: What is the Anthropocene?
 - Section 1 – Question 2: Is the Anthropocene a Geological Time Unit?
- CourseLink: Unit 02 content

Activities

- Complete the **Unit 02 Activities**, **Unit 02 Stop and Think Questions**, and **Unit 02 Reflection Exercise**.

Assessments

- Complete the **Unit 02 Quiz** via the **Quizzes** tool
Opens: Tuesday, May 20 at 12:01 a.m. E.T.
Closes: Sunday, May 25 at 11:59 p.m. E.T.

Unit 03: Population

Week 3 – Monday, May 26 to Sunday, June 1

Readings

- Ares: Turner's *The Anthropocene*
 - Section VII – Question 63: Does an increasing population alter environments?
- Ares: Cummins, E. 2020. The Dark Search for a "Silver Lining" to the Coronavirus.
- CourseLink: Unit 03 content

Activities

- Complete the **Unit 03 Activities** and **Unit 03 Stop and Think Questions**.

Assessments

- Submit your **Research Journal – Topic** to the **Dropbox** tool
Due: Friday, May 30 before 4:30 p.m. E.T
- Complete the **Unit 03 Quiz** via the **Quizzes** tool
Opens: Monday, May 26 at 12:01 a.m. E.T.
Closes: Sunday, June 1 at 11:59 p.m. E.T.

Unit 04: Institutions

Week 4 – Monday, June 2 to Sunday, June 8

Readings

- Ares: Berkes, F., D. Feeny, B. Mccay, and Acheson, J. 1989. The Benefits of the Commons. *Nature*, 340, 91–93.
- Ares: Food and Agriculture Organization's The State of World Fisheries and Aquaculture 2022 — Read "Key Messages" and "Part 1"
- CourseLink: Unit 04 content

Activities

- Complete the **Unit 04 Activities**, **Unit 04 Stop and Think Questions**, and **Unit 04 Reflection Exercise**.

Assessments

- Complete the **Unit 04 Quiz** via the **Quizzes** tool
Opens: Monday, June 2 at 12:01 a.m. E.T.
Closes: Sunday, June 8 at 11:59 p.m. E.T.

Unit 05: Ethics and Values

Week 5 – Monday, June 9 to Sunday, June 15

Readings

- Ares: Turner's *The Anthropocene*
 - Section VII – Chapter 68: Do cultural values and norms shape environmental behaviour?
 - Section VI – Chapter 55: Is human activity creating a new mass extinction?
- Ares: Secretariat of the Convention on Biological Diversity. (2020). Global Biodiversity Outlook 5: Summary for Policy Makers. Montréal.
- CourseLink: Unit 05 content

Activities

- Complete the **Unit 05 Activities**, **Unit 05 Stop and Think Questions**, and **Unit 05 Reflection Exercise**.

Assessments

- Complete the **Unit 05 Quiz** via the **Quizzes** tool
Opens: Monday, June 9 at 12:01 a.m. E.T.
Closes: Sunday, June 15 at 11:59 p.m. E.T.

Unit 06: Writing Research Summaries

Week 6 – Monday, June 16 to Sunday, June 22

Readings

- CourseLink: Unit 06 content

Activities

- Complete the **Unit 06 Activities**.

Assessments

- There are no assessments due this week.

Unit 07: Risk Governance

Week 7 – Monday, June 23 to Sunday, June 29

Readings

- Ares: Turner's *The Anthropocene*
 - Section VIII – Chapter 72: Do views about human–environment relationships cross-cut cultures and social groups?

- CourseLink: Unit 07 content

Activities

- Complete the **Unit 07 Activities**, **Unit 07 Stop and Think Questions**, and **Unit 07 Reflection Exercise**.

Assessments

- Submit **Research Journal – Annotated Bibliography** assignment to the **Dropbox** tool
Due: Friday, June 27 before 4:30 p.m. E.T.
- Complete the **Unit 07 Quiz** via the **Quizzes** tool
Opens: Monday, June 23 at 12:01 a.m. E.T.
Closes: Sunday, June 29 at 11:59 p.m. E.T.

Unit 08: Markets

Week 8 – Monday, June 30 to Sunday, July 6

Readings

- Ares: Banerjee, S., S. Secchi, J. Fargione, S. Polasky, and S. Kraft. 2013. How to sell ecosystem services: A guide for designing new markets. *Frontiers in Ecology and the Environment* 11:297–304.
- CourseLink: Unit 08 content

Activities

- Complete the **Unit 08 Activities**, **Unit 08 Stop and Think Questions**, and **Unit 08 Reflection Exercise**.
- Complete the optional Respondus test Quiz via the Quizzes tool
Opens: Monday, June 30 at 12:01 a.m. E.T.
Closes: Sunday, July 6 at 11:59 p.m. E.T.

Assessments

- Complete the **Unit 08 Quiz** via the **Quizzes** tool
Opens: Monday, June 30 at 12:01 a.m. E.T.
Closes: Sunday, July 6 at 11:59 p.m. E.T.

Unit 09: Political Economy

Week 9 – Monday, July 7 to Sunday, July 13

Readings

- Ares: Turner's *The Anthropocene*

- Section VII – Chapter 67: Are some economies and political economies more environmentally degrading than others?
- Section IV – Chapter 33: What are water withdrawal, water consumption and water footprint, and their implications for water availability?
- Section IV – Chapter 35: Has human activity degraded groundwater and aquifer stocks globally?
- CourseLink: Unit 09 content

Activities

- Complete the **Unit 09 Activities**, **Unit 09 Stop and Think Questions**, and **Unit 09 Reflection Exercise**.

Assessments

- Complete the **Unit 09 Quiz** via the **Quizzes** tool
Opens: Monday, July 7 at 12:01 a.m. E.T.
Closes: Sunday, July 13 at 11:59 p.m. E.T.

Unit 10: Settler Colonialism

Week 10 – Monday, Jul 14 to Sunday, July 20

Readings

- Ares: Liboiron, M. 2018. How Plastic is a Function of Colonialism. *Teen Vogue*.
- CourseLink: Unit 10 content

Activities

- Complete the **Unit 10 Activities** and **Unit 10 Stop and Think Questions**.

Assessments

- Complete the **Unit 10 Quiz** via the **Quizzes** tool
Opens: Monday, July 14 at 12:01 a.m. E.T.
Closes: Sunday, Jul 20 at 11:59 p.m. E.T.

Unit 11: Environmental Justice

Week 11 – Monday, November 18 to Sunday, November 24

Readings

- Ares: Waldron, I. 2020. Environmental Racism in Canada. The Canadian Commission for UNESCO's IdeaLab.
- CourseLink: Unit 11 content

Activities

- Complete the **Unit 11 Activities**, **Unit 11 Stop and Think Questions**, and **Unit 11 Reflection Exercise**.

Assessments

- Complete the **Comprehensive Exam** via the **Quizzes** tool *requires Respondus and a working Webcam
Opens: Friday, Jul 25 at 8:30 a.m. E.T.
Closes: Friday, Jul 25 at 6:30 p.m. E.T.

Unit 12: Synthesizing Research

Week 12 – Monday, Jul 28 to Friday, Aug 1

Readings

- CourseLink: Unit 12 content

Assessments

- Submit Research Journal – Policy Memo assignment to the Dropbox tool-
Due Friday, August 1 before 4:30 p.m. E.T.

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 assessment details. Due dates can be found under the Schedule heading of this outline.

Table 1: Course Assessments

Assessment Item	Weight	Learning Outcomes
Outline Quiz	3%	
Weekly Quizzes (Best 7 out of 9)	12%	1, 2
Comprehensive Exam	30%	1, 2
Research Journal – Topic	10%	3
Research Journal – Annotated Bibliography	20%	3, 4
Research Journal – Policy Memo	25%	3, 4, 5
Total	100%	

Assessment Descriptions

Outline Quiz

Reading the course outline is essential because it contains all the key information you need to succeed in this course, including grading policies, assignment expectations, deadlines, and academic integrity guidelines. It ensures that everyone understands the rules and responsibilities from the start. To ensure you've reviewed it carefully and understood the content, **none of the course quizzes will unlock until you complete the Course Outline Quiz.** This is a required first step and must be done before accessing any other assessments.

See the Schedule for the date and time this quiz is available. It is your responsibility to complete the quiz within the designated window.

Unit Quizzes (7 out of 9 counted)

There are **nine online Unit quizzes** throughout the course that assess your comprehension of key ideas, facts, and concepts, as well as your ability to recognize and apply them in real-world contexts. Each quiz covers material from a specific unit, including both the online content and the assigned readings.

While you will complete **nine quizzes**, **only your best seven quiz scores will count** toward your final grade. Your **two lowest quiz scores (including missed quizzes)** will be automatically dropped. This policy is in place to account for unforeseen circumstances such as missed deadlines, technical difficulties, or illness.

There are no extensions or second attempts for quizzes.
See the Schedule for the date and time each quiz is available.

Comprehensive Exam

The Comprehensive Exam will cover material from Units 01-11 in the course, including specific content from each unit and the assigned readings. The exam is designed to assess and measure the knowledge you gain from the entire course and will test your ability to define elements of the course's key concepts and to identify them in real-world examples.

The exam will be administered using the **Respondus LockDown Browser with a webcam**, which must be **installed and functioning on your device prior to the exam.**

The exam will be available on **July 25th from 8:30 a.m. to 6:30 p.m. Eastern Time.** **CourseLink Support** will be available during these hours to assist with any technical difficulties.

There are no extensions or second attempts for the Comprehensive Exam.
Students who are unable to write the exam due to documented medical, psychological,

or compassionate reasons may request an alternate assessment. Such requests must be made via your University of Guelph email account and addressed to the Instructor. All requests will be evaluated case-by-case, and approval is not guaranteed.

Research Journal – Assignments

A central component of environmental science and policy is identifying a research topic, gathering and critically analyzing relevant sources, summarizing key findings, and synthesizing the material into a clear, well-supported report. The *Research Journal* is the major assignment in this course and provides an opportunity to demonstrate your understanding of key course concepts and your ability to meet academic research expectations.

The assignment is structured in three stages, each with its own submission deadline:

1. **Topic Submission** – Due May 30 by 4:30 p.m. E.T.
2. **Annotated Bibliography** – Due June 27 by 4:30 p.m. E.T.
3. **Final Policy Memo** – Due August 1 by 4:30 p.m. E.T.

This staged approach allows you to receive feedback at each step and reflect on your progress, with the goal of improving both your research and writing as the assignment develops.

Course Grading Policies

Submission of Assignments

All **Research Journal assignments** must be submitted electronically through the **Dropbox tool on CourseLink** and must be uploaded in **Microsoft Word format (.doc or .docx)**.

When uploading your assignment:

-
- **Do not leave the page** until your upload is complete.
 - You can **verify your submission** by viewing the submission history immediately after uploading.
 - The system will also send you an **email receipt**—please **save this receipt** as proof of submission.

Keep a backup copy of every assignment in case of file corruption or upload errors. It is strongly recommended that you:

-
- Save your assignments to a **cloud-based service** (e.g., Google Docs or OneDrive), and/or
 - Email a copy to yourself as a backup.
-

You are responsible for ensuring that your assignments are submitted on time, as outlined in the **Schedule**. Late penalties apply unless prior accommodations are granted.

Be sure to:

-
- Check that your computer meets **technical requirements**,
 - Use a **supported browser**, and
 - Have access to a **reliable internet connection**.
-

Technical difficulties are not accepted as an excuse for late submissions.
Avoid last-minute uploads that could lead to delays or missed deadlines.

If you encounter any technical issues while submitting your assignment, **contact CourseLink Support** immediately for assistance.

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

Late Policy

If you choose to submit any of your **Research Journal assignments** late via the Dropbox tool, a **penalty of 5% per day or part thereof** (including weekends) will be applied to the assignment's mark. This penalty will be applied for up to **five days**, after which:

-
- **The Dropbox will close,**
 - **No further submissions will be accepted,** and
 - You will receive a grade of **zero** for that assignment.

Extensions may be granted only for **medical reasons or extreme extenuating circumstances**. If you require an extension:

-
- **Contact the instructor as early as possible**—well **before the due date**.
 - **Extensions will not be granted after the deadline** unless exceptional circumstances can be demonstrated.
-

All extension requests will be **evaluated on a case-by-case basis**.

These policies are not intended to be punitive. They are in place to:

-
- Help you stay on track and manage your time effectively,
 - Ensure fairness by giving all students the same amount of time to complete each assignment, and
 - Enable timely feedback and grading.
-

Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool within CourseLink.

Your instructor will do their best to have grades posted online within 2-3 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.

Regrading or Clarification Requests

If you would like to request a **regrade** or seek **clarification** on the feedback you received, you must submit a **written request** to the person who graded your work (see the table below, if applicable).

Each request **must include** the following:

☒ A clear and well-supported rationale for reassessment, referencing:

- The **rubric criteria**
 - The **assignment instructions**
 - **Specific sections** of your submission that you believe fully meet the requirements
-

Requests without strong justification will not be considered.

For example: *"I worked really hard on this and think I deserve a better grade"* is **not** a sufficient reason and will not be reviewed.

This process helps ensure grading remains fair, transparent, and based on academic merit

Final grades will be available at the end of the semester. Students can access their final grades by logging into [Webadvisor](#) (using their 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).

Course Policies and Expectations

Course Outline as Primary Source of Information

The *best and most complete source of information* about this course is this Course Outline. It includes important details regarding grading, assignment deadlines, course materials, and policies. **Questions already addressed in this document will not be answered via email or discussion board posts.** Students are expected to read and refer to the Course Outline regularly throughout the term.

Research Journal Assignments – Late Policy

Late submissions of the **Research Journal Assignments** are **penalized 5% per day or part thereof**. The submission DropBox for each assignment **closes five (5) days after the posted deadline**, after which no submissions will be accepted.

Extra Credit

There are **no alternate assignments or extra credit opportunities** available in this course. All students are evaluated based on the same assessments and grading criteria as outlined in this document.

Quizzes and Comprehensive Exam

- There are **no extensions or second attempts** allowed for quizzes or the comprehensive exam.
- **Extensions will not be granted** for these assessments.
Students are encouraged to plan ahead and manage their time carefully to ensure they complete all assessments within the given timeframes.

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>

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>

Respondus

This course requires the use of Respondus LockDown Browser and Monitor (webcam) for proctoring within CourseLink.

- In using Respondus Online Proctoring, you will be providing personal information, including information relating to name, course information, biometric data, photo identification, and audio and video recordings. [Read more about the Respondus Notice of Collection](#).
- You must download and install LockDown Browser and Monitor to complete the practice test and course exam(s). The purpose of the practice test is to ensure that Respondus LockDown Browser and Monitor is set up correctly and that you are experienced in using the software.
- In order to use Respondus LockDown Browser and Monitor, you must meet the [technical requirements](#). You may contact [CourseLink Support](#) staff who will work with you to find alternative solutions to your own computer system.
- Visit the [Taking a Practice Quiz or Exam with Respondus LockDown Browser and Monitor](#) page on the Teaching & Learning Technologies website for guidance on preparing your online exam environment.
- Please find a quiet space with good lighting to complete the assessment.

- Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to support academic integrity and deter cheating during online exams. The software captures video during the exam and allows your instructor to review the video once the exam is completed.
- Respondus Monitor is not used to determine academic misconduct but rather is used to deter cheating.
- Videos will only be viewed if academic misconduct is suspected and there are several flags noted on the video.
- You are expected to stay in front of the computer screen once the exam starts. If you need to walk away from the monitor, state that so it is captured on the video.
- If you believe that the use of Respondus Monitor will result in a bias against you, ask your instructor for an alternative invigilation process. Your instructor will then arrange for another form of remote invigilation. You may wish to contact advisors such as the sexual and gender diversity advisor (Jarred Sanchez-Cacnio), the cultural diversity advisor (Tameera Mohamed) and/or email Student Accessibility Services for support in this process.
- Write down the phone number of [CourseLink Support](#) so you can call if a problem occurs during the exam.
- If you are having any technical (WiFi) issues during the exam, you should immediately contact [CourseLink Support](#) by phone.

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) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Chrome); and
- Perform online research using various search engines (e.g., Google) and library databases.

Technical Support

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

CourseLink Support

University of Guelph

Day Hall, Room 211

Email: courselink@uoguelph.ca

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 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.

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 through CourseLink. Please use the following channels as appropriate:

- **Announcements**

The **Announcements** section on the Course Home page will be used to provide reminders, updates, and important course information. **Students must check these Announcements** frequently to stay updated on announcements and any time-sensitive information.

- **Discussion Forum**

Use the **Discussion Q and A** forum to post questions about course content or general course matters. If you're unsure about something, chances are others are too—posting here allows everyone to benefit from the response. **Separate discussion topics have been created for each of the assessments** to help keep the forum organized.

When posting to any discussion topic, **please use a clear and descriptive title** so your classmates can easily navigate to the relevant questions and

answers. This helps reduce duplicate questions and improves everyone's overall experience. Questions already answered elsewhere (e.g. and Announcement Post, in the assignment instructions, in the Course outline, etc.) will not be answered.

Access this forum by selecting *Discussions* from the *Tools* dropdown menu in the Nar bar of CourseLink.

- **Email**

For personal matters or conflicts that prevent you from meeting course requirements, you may contact your instructor via email. The instructor will do their best to respond within **48 to 72 hours**. Please note: **emails asking about information already covered in the Course Outline**, or previously addressed in an **Announcement**, or in a **Discussion Post**, will not be answered.

- **Online Meetings**

If you have a more complex or detailed question, you may request an online meeting. Meetings are booked **based on mutual availability** and are scheduled **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 T.A.s;
- 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

The Topics, Sources & Summaries, and Policy Memo components of the Research Journal assignment 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 5% per day (including weekends) after the deadline for the submission of the assignment to a limit of six days at which time access to the **Dropbox** folder will be closed.

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

Obtaining Grades and Feedback

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

Your instructor will do their best to have grades posted online within 3 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 I.D.).

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 (D.E.) 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.

The Summaries and Policy Memo components of the Research Journal assignment 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.

A major benefit of using Turnitin is that you will be able to educate and empower yourself in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Standard Statements for Open Learning Program Students

Open Learning program (OLp) students are required to follow the same Senate-approved academic regulations as University of Guelph undergraduate students and should consult the [Open Learning Program Calendar](#) or the [Open Learning Program Counsellor](#) for information and guidance on academic and administrative policies, procedures, and services, including academic accommodations and accessibility.

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>

Last Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the [Undergraduate Calendar - 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.

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>

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](#) or visit the [Accessibility Services website](#).

<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>

CSAHS Academic Misconduct Policy

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

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct.

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).