



GEOG*1220 Explaining Environmental Change

Winter 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: Monday, January 6 at 12:01 a.m. E.T. via the **Assessments** module

Due Date: Friday, April 4 at 11:59 p.m. E.T. via the **Dropbox** tool

Note: The final exam for this class is scheduled for week 11 (Comprehensive Exam). 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.

Office Hours via Zoom: Students may opt to drop in during office hours on Wednesday from 10 to 11 a.m. beginning on January 8, 2025. Please note that further details will be posted in the Announcements. Also, see the section on **Communicating with Your Instructor**, below.

Teaching Assistant(s)

Refer to the CourseLink site.

Learning Resources

Required Textbook

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

Ares

For this course, you are 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>

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>

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 feedback, 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. Work within a group to research a topic and 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 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 group 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

A detailed **Schedule** for each week is provided below.

What to Expect for Each Unit

Each unit includes an introduction where you'll encounter the learning outcomes and assigned readings. Generally, there are 1-3 relatively short background readings that you should take notes on before engaging with the rest of the unit's content. The introduction is followed by 1-3 webpages that review and/or introduce key concepts, and then 1-2 case studies that provide more concrete applications of these key concepts as they relate to a specific environmental issue, such as water scarcity, eutrophication, or biodiversity loss. Most units also include an exercise where you'll be prompted to do a short activity related to the unit's theme and then reflect on what you've learned. Finally, most units also include a short quiz that will clue you into the most relevant facts and definitions from the unit and solidify your recall of them.

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: Overview and Earth System Science

Week 1 – Monday, January 6 to Sunday, January 12

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

- Familiarize yourself with the course website by selecting **Help & Resources** on the navbar.

- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar.
- Check the **Groups** tool for your group enrollment for the **Research Journal assignments** and email your group members to connect.
- Participate in the **Introduce Yourself Discussion** via the **Discussions** tool.
- Complete the **Unit 01 Activities** and **Unit 01 Reflection Exercise**.

Assessments

- Complete the **Unit 01 Quiz** via the **Quizzes** tool
Opens: Thursday, January 6 at 12:01 a.m. E.T.
Closes: Sunday, January 12 at 11:59 p.m. E.T.

Unit 02: The Anthropocene

Week 2 - Monday, January 13 to Sunday, January 19

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: Monday, January 13 at 12:01 a.m. E.T.
Closes: Sunday, January 19 at 11:59 p.m. E.T.

Unit 03: Population

Week 3 – Monday, January 20 to Sunday, January 26

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

- Complete the **Unit 03 Quiz** via the **Quizzes** tool
Opens: Monday, January 20 at 12:01 a.m. E.T.
Closes: Sunday, January 26 at 11:59 p.m. E.T.
- Submit the **Research Journal – Topic (Group Assessment)** to the **Dropbox** tool
Due: Sunday, January 26 at 11:59 p.m. E.T.
- Submit the **Research Journal – Group Contract** to the **Dropbox** tool
Due: Sunday, January 26 at 11:59 p.m. E.T.

Unit 04: Institutions

Week 4 – Monday, January 27, to Sunday, February 2

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, January 27 at 12:01 a.m. E.T.
Closes: Sunday, February 2 at 11:59 p.m. E.T.
- Complete **Peer Review** for the Research Journal – Topic via the **PEAR** tool
Opens: Monday, January 27 at 12:01 a.m. E.T.
Closes: Sunday, February 2 at 11:59 p.m. E.T.

Unit 05: Ethics and Values

Week 5 – Monday, February 3 to Sunday, February 9

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, February 3 at 12:01 a.m. E.T.
Closes: Sunday, February 9 at 11:59 p.m. E.T.

Unit 06: Writing Research Summaries

Week 6 – Monday, February 10 to Friday, February 14

Note: This is a shortened week due to the Winter Break days. Please carefully note any due dates.

Readings

- CourseLink: Unit 06 content

Activities

- Complete the **Unit 06 Activities**.

Assessments

- There are no assessments due this week.

Winter Break: Monday, February 17 to Friday, February 21

Unit 07: Risk Governance

Week 7 – Monday, February 24 to Sunday, March 2

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

- Complete the **Unit 07 Quiz** via the **Quizzes** tool
Opens: Monday, February 24 at 12:01 a.m. E.T.
Closes: Sunday, March 2 at 11:59 p.m. E.T.
- Submit **Research Journal – Sources & Summaries** to the **Dropbox** tool
Due: Sunday, March 2 at 11:59 p.m. E.T.

Unit 08: Markets

Week 8 – Monday, March 3 to Sunday, March 9

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**.

Assessments

- Complete the **Unit 08 Quiz** via the **Quizzes** tool
Opens: Monday, March 3 at 12:01 a.m. E.T.
Closes: Sunday, March 9 at 11:59 p.m. E.T.
- Complete **Peer Review** for the Research Journal – Sources & Summaries via the **PEAR** tool

Opens: Monday, March 3 at 12:01 a.m. E.T.
Closes: Sunday, March 9 at 11:59 p.m. E.T.

Unit 09: Political Economy

Week 9 – Monday, March 10 to Sunday, March 16

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, March 10 at 12:01 a.m. E.T.
Closes: Sunday, March 16 at 11:59 p.m. E.T.

Unit 10: Settler Colonialism

Week 10 – Monday, March 17 to Sunday, March 23

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, March 17 at 12:01 a.m. E.T.
Closes: Sunday, March 23 at 11:59 p.m. E.T.

Unit 11: Environmental Justice

Week 11 – Monday, March 24 to Sunday, March 30

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
Opens: Monday, March 24 at 12:01 a.m. E.T.
Closes: Sunday, March 30 at 11:59 p.m. E.T.

Unit 12: Synthesizing Research

Week 12 – Monday, March 31 to Friday, April 4

Readings

- CourseLink: Unit 12 content

Assessments

- Submit the **Research Journal – Policy Memo** assignment to the **Dropbox** tool
Due: Friday, April 4 at 11:59 p.m. E.T.
- Complete **Peer Review** for the Research Journal – Policy Memo via the **PEAR** tool
Opens: Monday, March 31 at 12:01 a.m. E.T.
Closes: Friday, April 4 at 11:59 p.m. E.T.

Assessments

The grade determination for this course is based on individual and group work indicated in Table 1 below. 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	Week Due	Learning Outcomes
Individual – Weekly Quizzes (Best 7 out of 9)	15%	Weeks 1-5 and 7-10	1, 2
Individual – Comprehensive Exam	35%	Week 11	1, 2
Group – Group Contract	5%	Week 3	5
Group – Research Journal – Topic Individual – Research Journal – Topic Peer Assessment	5%	Week 3 Week 4	3, 5
Group – Research Journal – Sources & Summaries Individual – Research Journal – Sources & Summaries Peer Assessment	15%	Week 7 Week 8	3, 4, 5
Group – Research Journal – Policy Memo Individual – Research Journal – Policy Peer Assessment	25%	Week 12 Week 12	3, 4, 5
Total	100%		

Assessment Descriptions

Weekly Quizzes (Individual Assessment)

Nine online quizzes test your comprehension of the ideas and facts from the course and your ability to define key concepts and identify them in real-world examples. Each quiz covers specific material from each unit, including content from the unit itself as well as from the assigned readings. There are 8 questions, and you have 8 minutes to complete the quiz.

While the course will have 9 graded quizzes, only your 7 best marks will be taken for grading (the 2 lowest quizzes or non-completed quizzes will be dropped). I do this to cover instances where quizzes are missed due to losing track of time and missing the deadline, computer or internet issues, or illness. Therefore, there are **no extensions or second attempts**. If you do all your quizzes, then the lowest two scores are dropped, so you have an opportunity to identify concepts or ideas that need further work to understand without affecting your final grade.

Comprehensive Exam (Individual Assessment)

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. As with the weekly quizzes, you are not expected to memorize and recall specific, obscure numbers. Instead, you'll be asked questions about trends from distinct choices; as long as you generally remember the relative magnitude of something, you'll be able to select the right response.

Research Journal – Topic, Sources & Summaries, and Policy Memo (Group Assessment)

These are group assignments that allow you to demonstrate to us that you understand key concepts. A key component of environmental science and policy is formulating a research topic, gathering sources to study it, summarizing those materials, and synthesizing what you have learned into a report. It must be original work written in your own words (not generated AI, for example, ChatGPT). We use Turnitin to screen for similarity to previously submitted or AI-generated work and to encourage academic integrity. We want to know what you have learned about your selected topic.

The Research Journal is the major assignment for the course. It will be completed in three parts—1) Topic, 2) Sources & Summaries, and 3) Policy Memo—so that you can obtain feedback, reflect on this feedback and make improvements as you work on the next part of the assignment. Each assignment has two parts: the submission (90% of the assignment grade) and the peer assessment (10% of the assignment grade).

Everyone in the group is awarded the same submission grade; however, the peer assessment grade will vary by individual. Peer and self-assessments in group work are essential tools for fostering accountability, enhancing learning, and developing critical reflection skills. We use the **PEAR** tool to conduct these anonymous evaluations of how each group member contributed to the submissions, where they excelled and where there is room for improvement. Each group member must assess themselves and all the others in the group to receive the peer assessment grade. Although these assessments are anonymous, the reviews are released so each individual within the group can see how their group evaluated their contributions and participation.

Late Policy for Assignments

Late assignments (without prior written approval by your GTA) submitted after the deadline will be **penalized at 5%** of the assignment's value per day or part thereof to a limit of five days at which time access to the **Dropbox** folder will be closed. Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the GTA 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.

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>

Microsoft Teams Requirements

This course uses Microsoft Teams as a video communication tool for your group work. A Webcam, a microphone, and headphones/speakers may be needed. Review [System requirements for Teams for personal use \(microsoft.com\)](#) to ensure that your computer meets the technical requirements.

<https://support.microsoft.com/en-us/office/system-requirements-for-teams-for-personal-use-dae0234b-839c-4f85-ae75-d14ad2baa978>

Zoom Requirements

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

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

Technical Skills

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

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word 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**, **PEAR**, 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 (e.g., Omni, LibKey).

Technical Support

If you need any assistance with the software tools (e.g., the **PEAR** tool) 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 through Friday: 8:30 a.m.– 4:30 p.m.

Phone/Email Hours (Eastern Time):

Monday through 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 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 can review the responses. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.

- **Office Hours via Zoom:** Beginning on January 8, 2025, students may opt to drop in during office hours on Wednesdays from 10 a.m. to 11 a.m. E.T.
- **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 do their best to respond within 48 to 72 hours.
- **Online meeting outside of Office Hours:** 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;
- Submitting AI-generated work as your own;
- 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 G.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. Each Group submits one assignment; when submitting your assignments using the Dropbox tool, do not leave the page until your assignment has been successfully uploaded. To verify that your submission is 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 backup copy of all of your assignments in the event that they are lost in transition. To avoid any last-minute computer problems, your instructor strongly recommends you save your assignments to a cloud-based file storage (e.g., Google Docs) or send them 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, a supported browser, and reliable Internet access. Remember that **technical difficulty is not an excuse for not turning in your assignment on time**. Don't wait until the last minute because CourseLink technical support hours end at 6:00 p.m. E.T. on Sundays.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact [CourseLink Support](#).

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

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.

University Standard Statements

University of Guelph: Undergraduate Policies

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

If you are a registered **University of Guelph Degree Student**, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

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

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

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

Email Communication

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

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

University of Guelph Degree Students

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

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

Open Learning Program Students

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

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

Drop Date

University of Guelph Degree Students

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

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

Open Learning Program Students

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

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

Copies of Assignments

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

Accessibility

University of Guelph Degree Students

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

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

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

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

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

<mailto:accessibility@uoguelph.ca>

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

Open Learning Program Students

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

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

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

<mailto:counsellor@OpenEd.uoguelph.ca>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty,

staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

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

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

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

Copyright Notice

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

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

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

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

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

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work.

For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Recording of Materials

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

Illness

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