



UNIVERSITY OF  
**GUELPH**

## GEOG\*3020 Global Environmental Change

Summer 2026

Section: DE01

Department of Geography, Environment and Geomatics

Credit Weight: 0.50

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### Course Details

#### Calendar Description

This course studies the social drivers of global environmental change and examines how influential governance organizations work in response. The course explores interactions among socio-economic systems, governance institutions, and biophysical processes. Specific attention is given to the causes of climate change and its implications for people and the places they call home.

**Pre-Requisite(s):** 7.50 credits

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

**Restriction(s):** None

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

#### Final Exam

**Date:** TBA

**Time:** TBA

**Location:** In person, Guelph campus location TBA.

**Note:** There is additional, important information about final exams in the **Assessments** section of this Outline.

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## Instructional Support

### Instructor

**Dr. Ryan Hackett**

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

**Office Hours:** Office hours by appointment. Please note that further details will be posted in the **Announcements**. See also **Communicating with Your Instructor**.

### Teaching Assistant(s)

**Name:** TBA

**Email:** TBA

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## Learning Resources

### Required Textbook

There is no required textbook for this course.

### Course Materials

There are no required materials for this course.

### Cost of Textbook and Learning Resources

All resources for this course can be found within the Courselink site. There are no costs for required or recommended textbooks or learning resources for students in this 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

This course is about the social, economic, and political drivers of global environmental change and examines how influential governance organizations work in response. Over the semester, we will explore interactions among socio-economic systems, governance, and biophysical processes. We will give attention to the causes of climate change and specific implications for people and the places they call home.

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

1. Define climate, describe the greenhouse effect, and discuss post-industrialization emissions and climate change trends and patterns driven by human activity;
2. Summarize the history of the United Nations and outline key meetings, agreements, development goals, and other events important to the integration of environmental concerns into this international body;
3. Discuss and provide examples that support the claim that environmental change is uneven and socially complex;
4. Describe key methods and approaches used in climate and environmental science and explain how indicators help us to track and monitor the social-ecological impacts of global environmental change;
5. Explain achievements, challenges, and advances in global environmental governance and discuss reasons for 'hope' in the face of global environmental change;
6. Illustrate and apply key course concepts, including (but not exclusive to) mitigation, adaptation, sustainable development, environmental (in)justice, double exposure, common but differentiated responsibility, and social-ecological systems; and

7. Synthesize research on a specific country, an economic sector within that country, and climate science projections relevant to that country and sector.
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## Teaching and Learning Activities

### Method of Learning

This course integrates weekly reading with descriptive, analytical, visual, and audio-visual content and materials. Assigned readings are matched with weekly content and material that you will move and work through on CourseLink. There will also be suggested activities, assignment work, quizzes, etc., to be aware of and integrate into your studying. It is important to read the course documents early and refer to them often; students are responsible for progressing through the course and tracking work toward submissions, tests, and other deadlines.

### Course Structure

There are four units in the course, with each unit lasting from 2-4 weeks. The unit and week breakdown is provided below.

- Unit 01: An Introduction to Global Environmental Change [Weeks 1-4]
- Unit 02: Global Environmental Governance in Action [Weeks 5-6]
- Unit 03: Climate, Global Environmental Change, and Indicator Science [Weeks 7-9]
- Unit 04: Persistent Challenges, Hope, and Course Conclusions [Weeks 10-12]

### What to Expect for Each Unit

Each unit begins with an overview and set of learning outcomes and ends with a conclusion that highlights the key themes for the weeks included in that unit. No single unit is structured exactly the same way, though you will see consistencies in that the CourseLink material integrates and reflects parts of the assigned reading(s) for each week and brings in additional material and real-world examples.

### 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: An Introduction to Global Environmental Change

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

#### Readings

- Ares:
  - **Sections 2.1 and 2.2** from Rohling, E. J. (2022). *Rebalancing our climate: The future starts today*. Oxford University Press.
- CourseLink:
  - Unit 01 Overview
  - Week 1: The Greenhouse Effect, Global Warming, and Climate Change

#### Activities

- Familiarize yourself with the course website and online learning 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.
- Participate in the **Introduce Yourself Discussion** via the **Discussions** tool.

#### Assessments

- There are no assessments due this week.

### Week 2 - Monday, May 18 to Sunday, May 24

#### Readings

- Ares:
  - **Chapter 2** from Conca, K. (2015). *An unfinished foundation: The United Nations and global environmental governance*. Oxford University Press.
- CourseLink:
  - Week 2: The United Nations and International Action on Global Environmental Change

#### Assessments

- There are no assessments due this week.

## Week 3 – Monday, May 25 to Sunday, May 31

### Readings

- Ares:
  - Sultana, F. (2021). Critical climate justice. *The Geographical Journal*, 188(1), 118-124.
  - Chancel, L. (2022). Global carbon inequality over 1990-2019. *Nature Sustainability*, 5(11), 931-938.
- CourseLink:
  - Week 3: Global Environmental Change – Uneven and Socially Complex

### Activities

- Complete the **Let's Explore the Carbon Map Further!** activity in CourseLink.

### Assessments

- There are no assessments due this week.

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

### Readings

- Ares:
  - There are no Ares readings for this week; you are advised to review the Week 1, 2, and 3 readings.
- CourseLink:
  - Week 4: Taking Stock and Thinking Like a Social Scientist
  - Unit 01 Conclusion

### Activities

- Watch and take notes on the following documentaries (available in the **Week 4** content in CourseLink).
  - *Shadow of Drought: Southern California's Looming Water Crisis*
  - *The Climate Blueprint*
  - *Kiribati: a drowning paradise in the South Pacific*

### Assessments

- Complete the **Quiz** via the **Quizzes** tool  
Opens: Thursday, June 4 at 12:01 a.m. E.T.  
Closes: Sunday, June 7 at 11:59 p.m. E.T.

## Unit 02: Global Environmental Governance in Action

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

#### Readings

- Ares:
  - **Pgs. 1-8** in Meganck, R. A., & Saunier, R. E. (2012). *Dictionary and introduction to global environmental governance*. Routledge. **[Required]**
  - **Appendices #2 and #3** in Meganck, R. A., & Saunier, R. E. (2012). *Dictionary and introduction to global environmental governance*. Routledge. **[Recommended]**
- CourseLink:
  - Unit 02 Overview
  - Week 5: The UN and Efforts to Address Global Environmental Change

#### Activities

- Complete the **Explore MEAs Further** activity

#### Assessments

- Submit the **Project Proposal** via the **Dropbox** tool  
Due: Sunday, June 14 at 11:59 p.m. E.T.

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

#### Readings

- Ares:
  - Costanza, R., Hart, M., Kubiszewski, I., Posner, S., & Talberth, J. (2018). Lessons from the History of GDP in the Effort to Create Better Indicators of Prosperity, Well-being, and Happiness. In *Routledge handbook of sustainability indicators* (pp. 117-123). Routledge.
- CourseLink:
  - Week 6: Sustainable Development as a Response and Approach to Global Inequality and Rapid Environmental Change
  - Unit 02 Conclusion

#### Activities

- Participate in the **Unit 02: SDG Targets and Indicators' Discussion Activity** via the **Discussions** tool (this is an ungraded discussion).
- Start working on the **Major Course Project** in the **Discussions**.

## Assessments

- There are no assessments due this week.

## Unit 03: Climate, Global Environmental Change, and Indicator Science

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

#### Readings

- Ares:
  - **Pgs. 95-109** of Thorne, P. (2021). Chapter 5: Global Surface Temperatures.
- CourseLink:
  - Unit 03 Overview
  - Week 7: Global Surface Temperatures

#### Activities

- Continue working on the **Major Course Project** in the **Discussions**.

#### Assessments

- There are no assessments due this week.

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

#### Readings

- Ares:
  - **Pgs. 205-217** of Roland Gehrels and Ed Garrett. (2021). Chapter 11: Rising sea levels as an indicator of global change.
- CourseLink:
  - Week 8: Sea Level Rise

#### Activities

- Continue working on the **Major Course Project** in the **Discussions**.

#### Assessments

- There are no assessments due this week.

### Week 9 – Monday, July 6 to Sunday, July 12

#### Readings

- Ares:

- **Pgs. 359-372** of Thorne, P. (2021). Chapter 16: Extreme Weather and Climate Change.
- CourseLink:
  - Week 9: Extreme Weather and Climate
  - Unit 03 Conclusion

### Activities

- Listen to the **Podcast: How to Make Sense of Extreme Weather** (available in the **Week 9** content in CourseLink).
- Continue working on the **Major Course Project** in the **Discussions**.

### Assessments

- There are no assessments due this week.

## Unit 04: Persistent Challenges, Hope, and Course Conclusions

### Week 10 – Monday, July 13 to Sunday, July 19

#### Readings

- Ares:
  - **Chapter 3** from Conca, K. (2015). *An unfinished foundation: The United Nations and global environmental governance*. Oxford University Press.
  - Folke, C., et al. (2019). Transnational corporations and the challenge of biosphere stewardship. *Nature Ecology & Evolution*, 3(10), 1396-1403.
- CourseLink:
  - Unit 04 Overview
  - Week 10: The United Nations' Approach to Global Environmental Change – Limits and Progress

#### Assessments

- Submit the **Major Course Project** via the **Dropbox** tool  
Due: Sunday, July 19 at 11:59 p.m. E.T.

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

#### Readings

- Ares:
  - **Pgs 1-19** in Seymour, N. (2018). *Bad environmentalism: Irony and irreverence in the ecological age*. U of Minnesota Press. **[Required]**

- **Pgs 19-30** in Seymour, N. (2018). *Bad environmentalism: Irony and irreverence in the ecological age*. U of Minnesota Press. **[Recommended]**
- CourseLink:
  - Week 11: Caring, Sharing, and Talking About Global Environmental Change

### Assessments

- Participate in the **Small Group Discussion** via the **Discussions** tool  
 Forum opens: Monday, July 20 at 12:01 a.m. E.T.  
 Original post due: Thursday, July 23 at 11:59 p.m. E.T.  
 Reply post due/forum closes: Sunday, July 26 at 11:59 p.m. E.T.
- **Peer Evaluation** for the Major Course Project due in **FeedbackFruits**  
 Opens Monday July 20 at 12:01 a.m. ET  
 Closes Sunday, July 26 at 11:59pm ET

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

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

### Readings

- Ares:
  - Voulvoulis, N., Giakoumis, T., Hunt, C., Kioupi, V., Petrou, N., Souliotis, I., & Vaghela, C. J. G. E. C. (2022). Systems thinking as a paradigm shift for sustainability transformation. *Global Environmental Change*, 75, 102544.
- CourseLink:
  - Week 12: Course Conclusions
  - Unit 04 Conclusion

### Assessments

- There are no assessments due this week

## 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**

<b>Assessment Item</b>	<b>Weight</b>	<b>Learning Outcomes</b>
Quiz	15%	1, 2, 3, 5, 6
Project Proposal	10%	3, 7
Major Course Project Project (20%) and Peer Evaluation (5%)	25%	3, 4, 6, 7
Small Group Discussion	10%	3, 4, 5
In Person Final Exam You must pass the exam to pass the course	40%	1, 2, 3, 4, 5, 6
<b>Total</b>	<b>100%</b>	

## **Assessment Descriptions**

### **Quiz**

You will take an open-book quiz in Week 4 of the course. Quiz questions will be designed to test on all of the material in Unit 01. Unit 01 material includes all assigned required readings, CourseLink content, and the assigned documentary movies.

### **Project Proposal**

This assignment is your proposal for the Major Course Project. A a country/sector combination will be assigned by the instructor. This is an individual assignment that requires you to begin research, and complete/submit the official proposal template document.

### **Major Course Project**

The Major Course Project is structured as a group assignment. Drawing upon individually drafted proposal, the assignment requires you to collectively conduct research about a country, an economic sector within that country, and climate science projections relevant to the country and sector. The project will be written and structured as an essay and provides an opportunity for you to integrate learning from the course with collaborative research and apply all of that as you recommend one adaptation measure for a selected country/sector. A peer-evaluation of group members will be completed for the project. Full details are available in the **Assessments** under **Content**.

## Small Group Discussion

During Week 11 content, you will participate in a small group discussion that provides you with the opportunity to share what you've learned about climate and other global environmental changes through conversation with your classmates. You are required to make one original discussion post and reply to one of your classmates' posts.

## In Person Final Exam

The final exam will be cumulative and will test your knowledge and comprehension of key course concepts and material across the entire course. Final exam dates and locations are set by the university.

This course requires you to write a final exam on campus at the University of Guelph. It is assumed that all DE students will be writing their final examination on campus at the University of Guelph. 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](#).

If you are studying at a distance greater than 170 km from the University of Guelph's main campus, you may request to write your final exam at an approved alternate location with a proctor. Details about how to apply will be made available in the **Announcements**. Your instructor will provide a deadline for the requests. It is recommended that you make arrangements as early as possible in the semester since changes and approval cannot be guaranteed for applications made after the deadline.

<https://webadvisor.uoguelph.ca>

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

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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 assignments to the **Dropbox** tool late, the following late policies apply:

- **Project Proposal:** 2-hour grace period after the due date, then the 10% per day late penalty starts to apply; no submissions accepted after 5 days.
- **Major Course Project:** 4-hour grace period after the due date, then the 10% per day late penalty starts to apply; submissions will stop being accepted after 5 days.
- **Small Group Discussion:** Original and response posts must be made by the stated deadline. Late submission of either original or response posts will result in a grade of zero.

### 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 approximately 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

The **Project Proposal** and **Major Course Project** 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.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>

## Microsoft Teams Requirements

This course may use **Microsoft Teams** as a video communication tool. A Webcam, a microphone, and headphones/speakers may be needed. Review [System requirements for Teams for personal use \(microsoft.com\)](https://support.microsoft.com/en-us/office/system-requirements-for-teams-for-personal-use-dae0234b-839c-4f85-ae75-d14ad2baa978) 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 may use **Zoom** as a video communication tool. A Webcam, headphones/speakers may be needed. Review the [Zoom information for students](https://support.courselink.uoguelph.ca/students/courselink/tools/content/zoom) 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](https://feedbackfruits.com/applicant-candidate-privacy-statement-policy) and the [Accessibility: WCAG Compliance](https://help.feedbackfruits.com/hc/en-us/articles/23527091756946-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.

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## Standard Statements for Online Courses

### Acceptable Use

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

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

### Communicating with Your Instructor

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

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students

have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.

- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 48 to 72 hours.
- **Online meeting:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting. Online meetings depend on the availability of you and the instructor, and are booked on a first come first served basis.

## Netiquette Expectations

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

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

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

## 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/>

## 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.

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.

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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.

[calendar.uoguelph.ca](http://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/>