



FRHD*2110 Exceptional Children and Youth

Fall 2020

Section: DE01

Department of Family Relations and Applied Nutrition

Credit Weight: 0.50

Course Details

Calendar Description

This course provides an overview of childhood exceptionalities including intellectual differences, communication disorders, sensory impairments, developmental and behaviour disorders, and health problems. Issues faced by the exceptional child as well as the parents and siblings are discussed.

Pre-Requisite(s): FRHD*1020, [1 of FRHD*2060, FRHD*2260, FRHD*2280, (FRHD*2270 or PSYC*2450)]

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Online

Final Exam

Date: Thursday, December 17

Time: 8:30am ET to 10:30am ET

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

Instructional Support

Instructor

Adam Davies

Email: adam.davies@uoguelph.ca

Teaching Assistant(s)

Name: TBA

Email: TBA

Learning Resources

Required Textbook

Title: Special Education in Canada

Author(s): Edmunds, A. L. & Edmunds, G. A.

Edition / Year: 3rd edition

Publisher: Oxford University Press

ISBN: 9780199026654

You may purchase the textbook at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore](#). Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

<https://bookstore.coop/>

<http://www.bookstore.uoguelph.ca/>

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/shared/login/login.html>

Ares

For this course, you will 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 e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: libres2@uoguelph.ca

Location: McLaughlin Library, First Floor, University of Guelph

<https://v2.lib.uoguelph.ca/find/course-reserves-ares/how-get-course-reserve-material>

Learning Outcomes

Course Learning Outcomes

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

1. Identify a wide range of exceptionalities for children and youth with knowledge of how the exceptionality is defined, etiology, short- and long-term developmental outcomes, and impact on the family;
 2. Understand how exceptional learners are identified in Canada (and Ontario), including the difference between diagnosis of an exceptionality and identification as an exceptional learner;
 3. Explain the needs of exceptional learners, including social and educational barriers they face, through discussion of case studies Identify;
 4. Analyze case studies of children and youth with exceptionalities integrating knowledge of key components of the exceptionality such as strengths and needs, dilemmas, available resources, and possible strategies/approaches;
 5. Demonstrate awareness of a variety of evidence-based practices that address the needs of exceptional learners;
 6. Identify strategies and resources that can be utilized in current and future work with exceptional children and youth; and
 7. Engage in discussions with peers concerning the link between various approaches to academic learning and effective inclusive programming, strategies, and practices.
-

Teaching and Learning Activities

Method of Learning

This offering of the course is in a distance education format and all components of the course will be housed on the CourseLink site. The course is set up to allow for self-directed learning through completion of the weekly units and associated activities and assessments. On the course site, you will find the course outline, course schedule, assignments, weekly units with self-directed learning activities, and links to further resources. Your weekly quizzes will be conducted through the quizzes function on the site, and assignments will be submitted through the dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Course Structure

This course is set up with 12 weekly units.

What to Expect for Each Unit

Each unit is set up with the following components:

- Introduction to the unit, specific learning outcomes;
- List of required and supplemental readings;
- 'Beyond the Readings' section with learning activities to extend your learning and enhance achievement of the unit learning outcomes;
- 'Test Your Knowledge' self-quiz with five true/false questions and explanation of the answers; and
- 'Up Next' section with reminders of assessments to be completed and what is coming up in the next week.

Schedule

Unit 1: Introduction to Special Education

Week 1 - Thursday, September 10 to Sunday, September 20

Readings

- Chapters 1 & 2 (Edmunds & Edmunds, 2014)
- [The Social Model of Disability](#)
- [The Medical Model versus the Social Model of Disability](#)

Activities

- Using Non-Stigmatizing Professional Terms
- The Use of Varying Labels in Special Education Across Canada
- Getting to Know Each Other!

Assessments

- Begin working on Practice Case Study Reading Response (posted this week; for Chapter 3 case study)

Unit 2: Assessment and the Individual Education Plan Process

Week 2 - Monday, September 21 to Sunday, September 27

Readings

- Chapter 3 (Edmunds & Edmunds, 2014)
- [Inclusive Early Childhood Education and Care by Kathryn Underwood](#)

- “The Promise of Disability” by Tanya Titchkosky (pp. 15- 16)

Activities

- Assessment/IEP Processes Implemented Across Canada
- Finding Time to Implement Students’ IEPs

Assessments

- Complete Quiz 1
 - Opens: Monday, September 21 @ 8:00 AM ET
 - Closes Sunday, September 27 @ 11:59 PM
- Submit Practice Case Study Reading Response to your group discussion forum
 - Due: Sunday, September 27 at 11:59 PM ET

Unit 3: Creating Exceptional Learning Environments

Week 3 – Monday, September 28 to Sunday, October 4

Readings

- Chapter 4 (Edmunds & Edmunds, 2014)
- Supporting Bias-Free Progressive Discipline in Schools

Activities

- Managing Disruptive Behaviour and the Use of Punishment

Assessments

- Complete Quiz 2
 - Opens: Monday, September 28 @ 8:00 AM ET
 - Closes: Sunday, October 4 @ 11:59 PM

Unit 4: Learning Disabilities

Week 4 – Monday, October 5 to Sunday, October 11

Readings

- Chapter 5 (Edmunds & Edmunds, 2014)
- “He Ain’t Special, He’s My Brother”

Activities

- Meet Children Diagnosed with a Learning Disability
- Consider the Utility of Assistive Technology
- Impact of Living with a Learning Disability in Canada

Assessments

- Complete Quiz 3
 - Opens: Monday, October 5 @ 8:00 AM ET
 - Closes: Sunday, October 11 @ 11:59 PM
- Begin working on Case Study Reading Response #1 (posted this week; for **either** Chapter 5 or 6 case study)

Unit 5: Behavioural Disorders

Week 5 – Monday, October 12 to Sunday, October 18

Readings

- Chapter 6 (Edmunds & Edmunds, 2014)
- Every child matters: What principals need to effectively lead inclusive schools
- Educating Grayson: Are inclusive classrooms failing students?

Activities

- Drug Treatments for Children and Youth with ADHD
- Meet Children Diagnosed with an Anxiety Disorder
- Common Misconceptions about Anxiety Disorders

Assessments

- Complete Quiz 4
 - Opens: Monday, October 12 @ 8:00 AM ET
 - Closes: Sunday, October 18 @ 11:59 PM
- Post Case Study Reading Response #1 to your discussion group and respond to at least one of your peer's Reading Responses
 - Due: Case study responses posted to the discussion forum and the dropbox: Monday, October 12 at 11:59 PM ET
 - Due: Respond to at least one of your peer's postings: Thursday, October 15 at 11:59 PM ET
 - Due: Discussion forum closes Sunday, October 18 at 11:59 PM ET

Unit 6: Giftedness

Week 6 – Monday, October 19 to Sunday, October 25

Readings

- Chapter 7 (Edmunds & Edmunds, 2014)

Activities

- Do Children who are Gifted Have Special Needs?
- Pros and Cons of Grade Acceleration

Assessments

- Complete Quiz 5
 - Opens: Monday, October 19 @ 8:00 AM ET
 - Closes: Sunday, October 25 @ 11:59 PM
- Begin working on Case Study Reading Response #2 (posted this week; for **either** Chapter 7 or 8 case study)

Unit 7: Intellectual Disabilities

Week 7 – Monday, October 26 to Sunday, November 1

Readings

- Chapter 8 (Edmunds & Edmunds, 2014)

Activities

- Parenting a Child with Down Syndrome
- Inclusive Education for Children with Intellectual Disabilities

Assessments

- Complete Quiz 6
 - Opens: Monday, October 26 @ 8:00 AM ET
 - Closes: Sunday, November 1 @ 11:59 PM
- Post Case Study Reading Response #2 to your discussion group and respond to at least one of your peer's Reading Responses
 - Due: Case study responses posted to the discussion forum and the Dropbox: Monday, October 26 at 11:59 PM ET
 - Due: Respond to at least one of your peer's postings: Thursday, October 29 at 11:59 PM ET
 - Due: Discussion forum closes Sunday, November 1 at 11:59 PM ET

Unit 8: Autism Spectrum Disorder

Week 8 – Monday, November 2 to Sunday, November 8

Readings

- Chapter 9 (Edmunds & Edmunds, 2014)
- Does ABA Harm Autistic People?
- The controversy over autism's most common therapy

Activities

- Autism from an Insider's Point of View
- Common Misconceptions about Autism Spectrum Disorder
- Creating Social Stories

Assessments

- Complete Quiz 7
 - Opens: Monday, November 2 @ 8:00 AM ET
 - Closes: Sunday, November 8 @ 11:59 PM
- Begin working on Media Assignment (due end of Unit 9)

Unit 9: Multiple and Severe Disabilities

Week 9 – Monday, November 9 to Sunday, November 15

Readings

- Chapter 10 (Edmunds & Edmunds, 2014)

Activities

- Future Considerations about Multiple Disabilities
- Assistive Technology for Individuals with Multiple Disabilities

Assessments

- Complete Quiz 8
 - Opens: Monday, November 9 @ 8:00 AM ET
 - Closes: Sunday, November 15 @ 11:59 PM
- Complete and submit Media Assignment
 - Due: Sunday, November 15 at 11:59 PM ET

Unit 10: Sensory Impairments

Week 10 – Monday, November 16 to Sunday, November 22

Readings

- Chapter 11 (Edmunds & Edmunds, 2014)

Activities

- Teaching Strategies for Students with Visual Impairments
- Do Children with Hearing Impairments Have Special Needs?

Assessments

- Complete Quiz 9

- Opens: Monday, November 16 @ 8:00 AM ET
- Closes: Sunday, November 22 @ 11:59 PM
- Begin working on Case Study Reading Response #3 (posted this week; for Chapters 9, 10, 11, or 12 case studies)

Unit 11: Diversity Considerations: Aboriginal Students, Students from Diverse Cultural Backgrounds, and Students who are At-Risk

Week 11 – Monday, November 23 to Sunday, November 29

Readings

- Chapter 12 (Edmunds & Edmunds, 2014)
- Chapter 6 (Hutchinson, 2017)
- Special-needs gap a 'serious problem'
- Is the Road to Special Education (for Black Boys) Paved with the White Educator's Paperwork?
- When are First Nations children with special needs going to get fair treatment?

Activities

- What is Resiliency?
- Trauma-Sensitive Teaching

Assessments

- Complete Quiz 10
 - Opens: Monday, November 23 @ 8:00 AM ET
 - Closes: Sunday, November 29 @ 11:59 PM
- Post Case Study Reading Response #3 to your discussion group and respond to at least one of your peer's Reading Responses
 - Due: Case study responses posted to the discussion forum and the Dropbox: Monday, November 23 at 11:59 PM ET
 - Due: Respond to at least one of your peer's postings: Thursday, November 26 at 11:59 PM ET
 - Due: Discussion forum closes Sunday, November 29 at 11:59 PM ET

Unit 12: Applying Your Learning: Considering Professional Development and the Future

Week 12 – Monday, November 30 to Friday, December 4

Readings

- Chapter 13 (Edmunds & Edmunds, 2014)

- Language and Disability – Tanya Titchkosky

Activities

- Reflecting on Your Learning!
- Evaluating & Sharing Resources

Assessments

- Final exam review and preparation

Assessment

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 Assessment

Assessment Item	Weight	Learning Outcomes
Weekly Quizzes	20 (10 x 2% each)	1, 2, 5
Case Study Reading Responses	30 (3 x 10% each)	3, 4, 6, 7
Media Assignment	20	3, 5, 6
Final exam	30	1, 2, 5
Total	100%	

Assessment Descriptions

Weekly Quizzes

You will write 10 weekly quizzes (for weeks 2 through 11) corresponding to the assigned textbook chapter readings. Each quiz will have 10 multiple choice questions. Quizzes must be completed independently. Quizzes open at 8:00 a.m. on Monday (ET) close at 11:59 p.m. (ET) on Sunday night.

Case Study Reading Responses

You will submit three Case Study Reading Responses. For each Case Study Reading Response, you will have the option of selecting among eligible case studies. Three questions for each of the eligible case studies will be posted online in one week, and you will post your responses to these questions to your group discussion forum (maximum of 200 words per question). You will also engage in discussion about the reading responses by

replying/commenting on at least one of your peer's Reading Responses on the discussion forum. You will be graded out of a total of 10 marks: 6 marks will be dedicated to your Case Study Reading Response posting (2 marks for each answer to the three posted questions), 2 marks for your comment(s) to your peers, and 2 marks for mechanics including writing skill, grammar, spelling, and meeting assignment criteria such as word length. A complete grading rubric is provided in the assignment guideline.

Media Assignment

You will write a 3-page, double-spaced paper responding to a current news or magazine article about a topic related to children and youth with exceptionalities. In addition to your selected article, you must reference at least 2 sources in your paper relevant to the topic (1 source can be your textbook; make sure to include page numbers for your reference). Specific points to address in your paper and a complete grading rubric are provided in the assignment guideline.

Final Exam

This course requires the use of Respondus LockDown Browser to proctor your online final exam within CourseLink. Use of Lockdown Browser with a webcam has been implemented to maintain the academic integrity of the final exam. You must [download and install LockDown Browser](#) to complete the practice test and final exam. While writing the practice test and final exam, you must show your university issued identification card during the Respondus Startup Sequence.

This final exam is cumulative and covers all of the assigned textbook chapter readings – Chapters 1-13 in Edmunds & Edmunds (2014), and Chapter 6 in Hutchinson (2017). The exam will be a mix of multiple choice and true/false questions.

The final exam will be delivered online via the **Quizzes** tool. The exam is 2 hours in length and will be held on **Thursday, December 17**. To accommodate students who may be located in various time zones, the exam will be available beginning at 8:30am to 9:30am Eastern Time (ET). You can enter the exam at any point during this window of time but will only have 2 hours to complete it from when you start writing. For example, if you start writing the exam by 9:00 am, you will have until 11:00 am to complete it. After 9:30 am ET you will no longer be able to enter the exam environment.

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

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

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

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

University of Guelph degree and associate diploma students must check [WebAdvisor](#) for their examination schedule. Open Learning program students must check the [Open Learning Program Final Examination Schedule](#) for their examination schedule.

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

<https://webadvisor.uoguelph.ca>

<http://opened.uoguelph.ca/student-resources/Open-Learning-Program-Final-Exam-Schedule>

<http://opened.uoguelph.ca/student-resources/final-exams>

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).

<http://spaces.uoguelph.ca/ed/system-requirements/>

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

Respondus LockDown Browser Requirements

In order to use Respondus LockDown Browser and you must meet the following technical requirements so that you can take the practice test and final exam:

1. Operating Systems: Windows 10, 8, 7; Mac OS X 10.10 or higher.
2. Memory: Windows 2 GB RAM; Mac 512 MB RAM.
3. For Mac users: Safari must function properly on the computer.
4. Mac users must have Adobe Flash Player installed to Safari, even if a different browser is normally used.
5. A broadband Internet connection. It is recommended that you access the Internet via a wired connection.

If you have any concerns about meeting system requirements, contact [CourseLink Support](#). They will work with you to find alternative solutions or make alternative arrangements.

<http://spaces.uoguelph.ca/ed/contact-us/>

Zoom System Requirements

This course uses **Zoom** as a video communication tool. A Webcam, a microphone to record video, and headphones/speakers to play back the recording are also needed. In order to use Zoom, you must meet the following technical requirements:

1. An internet connection – broadband wired or wireless (3G or 4G/LTE)
2. Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth
3. A webcam or HD webcam - built-in or USB plug-in

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, and download attachments);
- Navigate the CourseLink learning environment (the instructions for this are given in your course);
- Communicate using a discussion board (e.g., read, search, post, reply, follow threads) in the CourseLink website;
- Upload assignments using the **Dropbox** tool in the CourseLink website;
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); 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 am–4:30 pm

Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

Course Specific Standard Statements

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](https://www.uoguelph.ca/ccs/infosec/aup), 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 hours (Monday through Friday).
- **Skype:** If you have a complex question you would like to discuss with your instructor, you may book a Skype meeting. Skype meetings depend on the availability of you and the instructor, and are booked on a first come first served basis.

Netiquette Expectations

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

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

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;

- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

Submission of Assignments to Dropbox

All written assignments for this course should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommends 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](#).

<http://spaces.uoguelph.ca/ed/contact-us/>

Late Policy

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

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

Obtaining Grades and Feedback

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

Your instructor will have grades posted online within 2 weeks of the submission deadline, if the assignment was submitted on time. Once your assignments are marked you can view your

grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. You can view your feedback for written assignments and the full grading rubric in the **Dropbox** folder; it is strongly recommended that you review your feedback to improve subsequent assignments and prior to asking any grading-related questions. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://webadvisor.uoguelph.ca>

<https://courses.opened.uoguelph.ca/portal/logon.do?method=load>

Rights and Responsibilities When Learning Online

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

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

Turnitin Originality Check

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

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

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

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Accessibility Services as soon as possible.

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

accessibility@uoguelph.ca

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

Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director](#). 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 Academic Assistant to the Director](#) 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.

jessica.martin@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](#).

http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_policy_0.pdf

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.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

<https://news.uoguelph.ca/2019-novel-coronavirus-information/>

Illness

The University will not require verification of illness (doctor's notes) for the Fall 2020 or Winter 2021 semesters.