



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

NUTR*3110 Food Security **COURSE OUTLINE - WINTER 2021**

1. CALENDAR DESCRIPTION

Credit Weight: 0.5 credits

Course Hours: 3-0 (36 lecture; 0 lab/seminar)

Pre-Requisite(s): 9.50 credits including NUTR*2050

Restriction(s): Registration is limited to students registered in the B.A.Sc. AHN major

2. COURSE DESCRIPTION

The prevalence of food insecurity in Canada and selected industrialized and non-industrialized countries is examined. The course will review environmental, social, and other factors associated with food insecurity and take critical look at the effectiveness of programs and policies designed to improve food security. The course involves readings, a variety of speakers from in the field and discussions on programs and activities directed towards increasing food access for those who are food insecure.

3. TIMETABLE

Lecture: Mondays 11:30-2:20

Location: Virtually on Microsoft Teams

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 <https://news.uoguelph.ca/2019-novel-coronavirus-information/> and circulated by email.

Illness

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

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Lauren Sneyd

Email: lsneyd@uoguelph.ca

Office Hours: Virtually. Please email me to arrange a time.

TA: Mwalu Peeters
Email: peetersm@uoguelph.ca

TA: Jana Daher
Email: jdaher@uoguelph.ca

The University issued email address is considered an official means of communication with the student and will be used for correspondence from the University. Students are responsible for monitoring their University-issued email account regularly. See Section I--Statement of Students' Academic Responsibilities for more information.

If sending an email, please include NUTR 3110 in the subject line and the nature of your question/comment in the subject line of the e-mail.

If you have a question:

Questions can be saved for class. Quite often if one student has a question someone has the same question and will benefit from hearing the answer. Dr. Sneyd will also be available to answer questions before and after each class and during office hours. If these routes do not work, questions can also be emailed to the course instructor if related to course content or TA if related to the placement activity. Discussions boards are also available on CourseLink to ask questions of classmates, the TA or Dr. Sneyd.

5. LEARNING RESOURCES

Required Resource(s):

Please see the reading list in our teaching and learning activities.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to fulfil the following objectives:

1. Literacy:

Students are required to read scientific journal articles and position/policy papers on aspects of food security. They will communicate their understanding of food security issues in short answer written exercise, participation and discussion board in our virtual class, a literature review assignment for the community partner and a presentation to the community partner at the end of term.

2. Global understanding:

Students will acquire an understanding of the social, political, agricultural and economic influences on food security in Canada and selected industrialized and non-industrialized countries. They will gain knowledge of the various strategies used to combat food insecurity in selected countries.

3. Moral maturity:

Students will develop an enhanced awareness of society's obligations to its citizens around food availability, access and utilization. In addition, they will appreciate that individuals and population groups classified as being "food insecure" are not personally responsible for their circumstances.

4. Depth and breadth of understanding:

Students will develop an in depth understanding of the forces that converge and lead to circumstances of both acute and chronic food insecurity, and the need to assess the effectiveness of programs and policies designed to improve food security. Through volunteer and other graded assignments and they will identify influences on food security, and the barriers faced by clients of specific programs locally.

5. Independence of thought:

Students are expected to be critical thinkers in reviewing published studies. Written assignments will give them an opportunity to demonstrate independence of thought.

6. Love of learning:

This course embraces intellectual curiosity. Students will be encouraged to question why food insecurity exists, to question the effectiveness of current policies and programs, and to suggest improved strategies.

Specific learning objectives:

Students who successfully complete the course will:

1. Have an understanding of food security and the factors that undermine it in both industrialized and non-industrialized countries.
2. Be aware of the prevalence of food insecurity among different population groups.
3. Understand the nutritional consequences of food insecurity.
4. Be aware of the interaction of health, economic and agricultural policies in creating food security.
5. Be able to critique the effectiveness of various programs and interventions designed to improve food security.

7. TEACHING AND LEARNING ACTIVITIES

The course involves readings, a variety of speakers from the field and discussions on programs and activities directed towards increasing food security and food access for those who are food insecure.

All materials for the course will be posted on CourseLink, including lecture PowerPoint slides when available, readings as links or document files and volunteer program information.

There are a number of speakers that will be invited to class and their slides will be posted on CourseLink with their permission. The material covered by guest speakers will be included in the course assignments.

It is assumed that **all** students are familiar with Pubmed and other library searches. If not, students are **strongly** advised to sign up for one of the library info sessions.

COURSE SCHEDULE AND READINGS

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on CourseLink.

WEEK 1 January 11

Course Overview - Introductions, Review of Course Outline and Syllabus

Unpacking the world food economy: definitions and measurements of food security and insecurity

Dr. Sneyd will provide a high-level overview of the key food security and food system issues. This session will focus on approaches and perspectives on food security issues from an international perspective before we delve down to local issues.

Required reading:

Clapp, J. (2016). Chapter One: Unpacking the World Food Economy IN Food 2nd Edition. Polity Press. pp. 1-25.

Sundaram, Jomo, et al. 2019. Address Malnutrition, Not Just Food Security.

<http://www.ipsnews.net/2019/12/address-malnutrition-not-just-food-security/>

The Household Food Security Survey Module (HFSSM)

<https://www.canada.ca/en/health-canada/services/food-nutrition/food-nutrition-surveillance/health-nutrition-surveys/canadian-community-health-survey-cchs/household-food-insecurity-canada-overview/household-food-security-survey-module-hfssm-health-nutrition-surveys-health-canada.html>

FAO. Food Insecurity Indicators

<http://www.fao.org/economic/%20ess/ess-fs/ess-fadata/en/#.Xfphqy0ZNb4>

WEEK 2 January 18

Food Insecurity in North America:

- Individual and Household Food Insecurity
- Prevalence, Challenges with Measurement, Definitions and Policy Implications

Readings:

Tarasuk V, Mitchell A. (2020) Household food insecurity in Canada, 2017-18. Toronto: Research to identify policy options to reduce food insecurity (PROOF). Retrieved from <https://proof.utoronto.ca/>

Household Food Insecurity in Canada 2014. <https://proof.utoronto.ca/resources/proof-annual-reports/annual-report-2014/>

UN General Assembly. 2018.
Implementation of the UN Decade of Action on Nutrition (2016-2025).

WEEK 3 January 25

Introduction to Placements! Meet the gang from Public Health that our class will be assisting with the literature review.

Readings:

Nutritious Food Basket for Wellington Dufferin Guelph 2018. https://www.wdgpUBLICHEALTH.ca/sites/default/files/file-attachments/basic-page/bh.01.nov0718.r33_-_nutritious_food_basket_for_wdg_2018_with_appendices_access.pdf?utm_source=guelphmercury.com

Guests:

Rachel Ackford, Wellington-Dufferin-Guelph Public Health
Lisa Needham, Wellington-Dufferin-Guelph Public Health
Melissa Tanti, Community Engaged Scholarship Institute, University of Guelph

WEEK 4 February 1

Canadian local food case study: Local food documentary: First We Eat

Readings:

Hou, S. Sneyd, L. 2020. The Right to Food in Canada's North: Food Security and Sustainability in Yukon Territory. SURG: 12(1).

Genest, Miche. 2018. Extreme Measures: The All-Local Dawson City Diet. Up Here. <https://www.uphere.ca/articles/extreme-measures-all-local-dawson-city-diet>

Become familiar with this website:

Guest

Suzanne Crocker, Discussion with the documentary film maker

WEEK 5 February 8

Food Insecurity in North America: Social Determinants of Health Food Security: Right to Food

Readings:

Mikkonen J, Raphael D. Social Determinants of Health. The Canadian Facts. Introduction (pg 7-9), Chapter 2 Stress, Bodies and Illness (pg 10-11) and Chapter 8: Food Insecurity (pg 26-28). Toronto (ON); York University School of Health Policy and Management; 2010. https://www.thecanadianfacts.org/The_Canadian_Facts.pdf

De Schutter, O. 2010. Report submitted by the Special Rapporteur on the Right to Food. UN General Assembly A/HRC/16/49. <http://www2.ohchr.org/english/issues/food/docs/A-HRC-16-49.pdf>

De Schutter, O. Special Rapporteur on the right to food: Visit to Canada from 6 to 16 May 2012 - End-of-mission statement. <http://www.ohchr.org/en/NewsEvents/Pages/DisplayNews.aspx?NewsID=12159>

And visit the links below for additional information:

<http://www.ohchr.org/EN/Issues/Food/Pages/FoodIndex.aspx>

<http://www.srfood.org/>

READING WEEK No Class February 15

WEEK 6 February 22

Community Panel on local food security

Pérez-Escamilla R, Segall-Corrêa AM. Food Insecurity Measurement and Indicators. *Rev. Nutr.* 2008;21.

Koc, M., R. Macrae, E. Desjardins, and W. Roberts. 2008. Getting civil about food: The interactions between civil society and the state to advance sustainable food systems in Canada. *Journal of Hunger and Environmental Nutrition* 3 (2-3):122-144.

WEEK 7 March 1

Ontario Dietitians in Public Health NEW Position Statement on Responses to Food Insecurity

Guests: Mary Ellen and Erin Reyce with Irene Alfaro

<https://www.odph.ca/odph-position-statement-on-responses-to-food-insecurity-1>

WEEK 8 March 8

Food systems and industrial food

Clapp, J. (2012). Chapter Two: The Rise of a Global Industrial Food Market. IN *Food. Polity* Press. pp. 24-57.

Winson, A. (2014) *Between Producers and Eaters: Shaping Mass Diets*. IN *Industrial Diet: The Degradation of Food and the Struggle for Healthy Eating*. Pp. 15-41. UBC Press.

Optional:

Patel, R. (2007) Introduction. IN *Stuffed and Starved: The Hidden Battle for the World's Food System*. Pp. 1-18. Harper Collins: Toronto.

Scaling Up Nutrition In Practice: The Contribution of Agriculture and Social Protection to Improving Nutrition. <https://scalingupnutrition.org/wp-content/uploads/2015/09/SUN-IN-PRACTICE-4-SOCIAL-PROTECTION-ENGLISH.pdf>

FAO. The State of Food Security and Nutrition in the World. 2019. Safeguarding Against Economic Slowdowns and Downturns. <http://www.fao.org/3/ca5162en/ca5162en.pdf>

WEEK 9 March 15

Indigenous perspectives on food security

Guests:

Julie Rochefort

Wilson, T and Shukla, S. 2020. Pathways to the revitalization of Indigenous food systems: Decolonizing diets through Indigenous-Focused food guides. *Journal of Agriculture, Food Systems and Community Development*. 9(4): 201-208.

WEEK 10 March 22

Case Study: Power, global obesity and the nutrition transition

Nestle, M. (2015) The Soda Industry and How It Works. IN *Soda Politics Taking on Big Soda (and Winning)*. Pp. 86-130 Oxford: Oxford

Nutrition Transition

Popkin, B. M., C. Corvalan, and L. M. Grummer-strawn. 2019. Series Double Burden of Malnutrition 1 Dynamics of the double burden of malnutrition and the changing nutrition reality. *The Lancet* 6736 (19):1-10.

Junk food, processed food and ultra-processed food and impacts on health and the environment

https://omny.fm/shows/nourishing/dr-phillip-baker-unprocess-your-diet?fbclid=IwAR3vnlDj6wFztNQOZnWWygck_Hh1sAV4GcJEsQ2YiojMmljqt7iPARZyf-U

WEEK 11 March 29

Sustainable food systems that promote healthy diets

Clapp, J. (2016). Chapter Six: Can the World Food Economy Be Transformed? IN *Food 2nd Edition*. Polity Press. pp. 1-25.

A proposed Roadmap for Dietitians of Canada. Please click around and explore this site: [https://www.dietitians.ca/Member/Get-Involved/Sustainable-Food-Systems-\(SFS\)-that-Promote-Health.aspx](https://www.dietitians.ca/Member/Get-Involved/Sustainable-Food-Systems-(SFS)-that-Promote-Health.aspx)

Food Secure Canada. (2015) *Resetting the Table- A People's Food Policy for Canada*. <http://foodsecurecanada.org/sites/default/Siles/fsc-resetting2012-8half11-lowres-en.pdf>

Visit, and read Michael Pollan's website on Cooking

<http://michaelpollan.com/resources/cooking/>

Food Babe

<https://foodbabe.com>

WEEK 12 April 5

Group Presentations and Wrap Up

Students present. Order of presentations to be announced.

8. ASSESSMENT DETAILS

| Assessment | LOs Addressed | Due Date | % of Final |
|--|--|--------------------------------|-----------------|
| Written reflection on food security | Literacy, Global Understanding, Depth & Breadth | February 1 11:59 PM | 15% |
| Literature review for community placement with WDG Public Health | Literacy, Moral Maturity, Depth & Breadth, Independence of Thought, Love of Learning | Multiple due dates (see below) | 40% (see below) |
| WDG Public Health presentation of literature reviews | Literacy, Moral Maturity, Depth & Breadth, Independence of Thought, Love of Learning | 5 April during class | 20% |
| Class participation (15%) and discussion board (10%) | Independence of Thought, Love of Learning | Throughout the term | 25% |
| Total: | | | 100% |

Written reflection on food security [15%]

- 1500 words, APA style, written assignment to be submitted to the electronic dropbox on courselink on February 1.

Articulate what you believe to be the principle food security challenges Canadians face. Please use evidence from the literature we have read to date and our class sessions to support your answer. Please consider your role as an aspiring dietitian, how do you want to contribute to overcoming food security challenges for populations. End with: what is one question you want to be able to answer by the end of this course in relation to food security.

This assignment will be evaluated using the following breakdown of points:

1) Articulate what you believe to be the principle food security challenges Canadians face. Please use evidence from the literature we have read to date and our class sessions to support your answer. (7 points)

- Look for three/five points on the challenges

- Evidence from the course - engage with the readings, lectures, key ideas, videos, arguments to some detail. Diversity of resources not drawing on one-three but more than five.

2) Please consider your role as an aspiring dietitian, how do you want to contribute to overcoming food security challenges for populations. (3 points)

-Did you answer the question? Is the answer a thoughtful engagement with the question or is the answer superficial? Did the student outline clear points as to HOW they will use the insights from the course to date?

3) End with: what is one question you want to be able to answer by the end of this course in relation to food security. (2.5 points)

- Is this a thoughtful question? The question should be a discussion question not a yes or no question. Does the question need a follow up to understand the context? Is it a multiple part question? If so this demonstrates thoughtful engagement with the reading material and engagement with the course/?

4) Style (2.5) referencing, citing, paragraphs, grammar, spelling, General writing style.

Weekly discussion board contributions: reading reflections, questions and comments (10x1% for each reading contribution):

Students will submit analytical reflections, questions and contribute to discussion (~200 words in length each) throughout the term. Each reflection should be based on the week's required readings and provide a 1) quick summary of the main ideas, theories, concepts, arguments or assumptions etc. from the readings 2) include a question that you would like to pose to the group to help guide our discussion 3) contribute to or begin a discussion on the reading in week's discussion board. Each student must make ten (10) contributions to the discussion board throughout the term (not all at one time). Each week the student chooses one of the three above to contribute to the discussion.

The discussion board will be there to draw on as we work to better understand food security. Each weekly contribution will be one point up to ten. The reflection will not receive a grade or comments but will contribute to ongoing learning in the course. In week 12 each student will submit a final report to the Dropbox of their 10 weekly contributions and a 200 word summary that documents and records their contribution to the online discussion.

Seminar participation (15% of the final course grade):

It is crucial that students participate and contribute to class interaction. The participation component of the grade will evaluate your ability to participate and contribute to the weekly discussions in the seminar. Criteria for the evaluation of participation will include regular attendance, knowledge of assigned readings, and the ability to make relevant, substantive, and original contributions to advance the discussion. As this course will be conducted in seminar format with a focus on the assigned readings it will entail intensive weekly discussions and may focus on in-class, active learning in small groups. We will be using the chat function in MS Teams for smaller virtual group discussions. Attendance and informed participation by all will be expected. Students are required to do the assigned readings before class. Individual contributions to seminar discussions and group activities will be evaluated on the performance scale:

| Grade | Attendance | Participation/Discussion | Reading |
|-------|---------------|---|---|
| 14-15 | Always | Excellent: leads debate; offers original analysis; uses assigned reading to back up arguments; offers valuable comments in virtually every seminar. | Clearly has done and understands virtually all of the reading; intelligently uses the course material in the seminar discussions. |
| 12-13 | Almost always | Good: thoughtful comments for the most part; willing, able, and frequent contributor. | Has done most reading; provides competent analysis of reading when prompted. |
| 10-11 | Frequent | Fair: has a basic grasp of key concepts; arguments sporadic and at times incomplete or poorly supported. | Displays familiarity with most reading, but tends not to analyze it or explore connections between different sources. |
| 8-9 | Occasional | Not good: remarks in class marred by misunderstanding of key concepts; only occasionally offers comments or opinions. | Actual knowledge of material is outweighed by improvised comments and remarks. |
| 0-7 | Rare | Poor: rarely speaks, and parrots other students when put on the spot to offer an opinion. | Little to no apparent familiarity with assigned material. |

Students will submit a final report on their participation **DUE 9 April** and their contributions to the discussion board (200 words plus entries see above) and answer the following questions:

1) In the virtual classroom/break out groups and discussion board, I contributed to the class in the following ways:

2) My level of participation was:

High

Average

Low

Justify your rating:

3) To prepare for class, I:

4) Outside of the classroom, I contributed to the class in the following ways (e.g., discussed content with classmates/others, extra readings, sought assistance with writing, researching, and/or statistical interpretation) provided feedback to other groups).

Your self assigned grade for participation ___/15

Literature review for community placement with WDG Public Health: Food Security in the Local Community [40%]

The purpose is to gain experience working with Public Health agencies and organizations who work with various population groups to alleviate circumstances of food insecurity. This year we are partnering with Wellington Dufferin Guelph (WDG) Public Health to assist them by producing a literature review that will assist in the creation of programs for improving access to safe, affordable, and nutritious food in the region. WDG Public Health has four themes they are interested in exploring and we will learn more about those themes in class. In consultation with the teaching assistant (TAs), students will sign up for one of four groups. Details on the placements will be presented at the start of term. The TAs are available to help with the sign up sheet.

Throughout the term we will have working sessions to prepare our review for Public Health. In the breakaway chats throughout the term the groups will discuss: 1) The sharing of responsibilities and the individual responsibilities required for this exciting project. 2) The group will also plan a strategy for the review (who does what and how). 3) The group will discuss databases to search and also keywords for their searches taking care to not repeat the same searches. 4) The groups will plan the presentation and analysis of the findings (articles, reports and projects). 5) The groups will prepare their submission and final presentation to WDG Public Health!

Literature review

The planning and writing of a literature review assignment takes time. We will be starting our class with information required for you to complete the review individually and as a group. We will also have breakout chats in various weeks throughout the term so you can work together and prepare something you are proud of to report to Public Health. We are honoured as a class to take on this responsibility - Public Health needs us! And during COVID-19 we can help these essential workers by doing the nitty-gritty work of preparing a knowledge product that will assist in policy and programming that aims to improve WDG residents access to safe, affordable and nutritious foods.

This assignment has three parts:

1) Group dynamic reflection (5%) Due April 2: Provide clear reason(s) on why you selected the specific theme you are working on. How did you contribute? How was the group dynamic? Any details to share about the research experience.

2) Individual annotated bibliography (20%) Due February 26: Students will divide the work by the questions posed in the document shared on CourseLink from Public Health. Each student will review 8 KEY documents and create a final annotated bibliography. Decisions have to be made that **justifies** the student's choice of 8 documents under their theme. For more information on preparing an annotated bibliography, please see:

<https://advice.writing.utoronto.ca/types-of-writing/annotated-bibliography/>

3) Group literature review (15%) Due 5 April: Here the group will create a professional document of the top sources to submit to WDG. Now that each group member has their top eight they have to pitch their findings to the group for some items to be included in the final submission. Not all eight will make it to the final submission but we will need a collection from each student for the final submission. This component will highlight the major findings and themes found in the literature that could assist in answering the questions presented to the group in the document shared by WDG Public Health. The final literature review document will achieve the following goals:

- **Executive Summary:** Provide an executive summary (2000 words) of the groups main research findings. Include a clear approach of the group’s research process (background, methodology, highlights of findings, major themes, conclusions and recommendations). The executive summary will be a summary of the research and highlights of the main findings from the research endeavour. We will discuss this more in class. For an example of an executive summary, please see:

<https://www.cdc.gov/nccdphp/dch/pdfs/executive-summary-core-messages.pdf>

- **Annotated bibliography:** What are the sources chosen for the final report and why are they important? We will discuss this more in class.

| Total marks | Literature Review Rubric |
|-------------|---|
| /5 | <p>Group dynamic reflection/Volunteer activity set-up</p> <ul style="list-style-type: none"> • Connect with TA for group set-up • Be respectful while working with peers • Engaging attitude in small group sessions • Provide clear reason(s) on why you selected the specific theme you are working on. How did you contribute? How was the group dynamic? • NOTE this is submitted separately and is your opportunity to evaluate and let us know how your group worked together |

| | |
|-----|--|
| /20 | <p>Annotated bibliography + written report</p> <p>Overview of approach to literature review by the individual</p> <ul style="list-style-type: none"> • Provide a short description of the project your group is working on. What area are you working on under the theme? • Provide a clear approach to your individual research process • Include top eight favourite sources. Must have citation and a 300 word descriptive and evaluative paragraph that justifies why those sources are your choices for better understanding the theme or best for informing programming on the theme. • What does an annotated bibliography include? • an overview of the source's main discussion. • a summary of its thesis or argument. • a description of the usefulness of the source for your own research. • What is the research question? What is the argument? What are the key concepts? How was the research done? Why is the source important? <p>Conclusion</p> <ul style="list-style-type: none"> • What was the main finding or takeaway from your collection of literature? Any findings or indicators stand out and are important to discuss? What are your favourite sources and why? • Support your findings on ways of improving community food security from the literature. Based on what you now know, what is a way forward for WDG? |
| /15 | <p>Part B: Group Review (top sources from the group) Overview of approach to literature review by the group</p> <ul style="list-style-type: none"> • Executive summary: Report key findings and themes. Now, everyone in the group has 8 sources. Some groups have 10 students. That's a lot of citations! Now the group has to make decisions about the top citations that will be submitted in your final report to public health (Dragon's Den). This takes creative and intellectual work by the group to make the call. Students have to discuss their sources and decide what are the top knowledge products for WDG. This will involve making informed decisions about what to include and why. • Executive summary for the final report. • What did the group learn from the larger review? And key findings and indicators to present to WDG. • Top citations to be organized by sections of the themes explored • Clear justification and rationale for why those sources are important |

| | |
|-----------|--|
| | <p>Paper Organization</p> <ul style="list-style-type: none"> • Clear introduction, use of transitions and subtitles. • Formatting: double spacing, 12 point font, including title page with student name, ID number, course #, name of placement theme. • Paper is legible and easy to read; writing is clear and succinct. • All statements in the report are clearly referenced (APA style), including personal communications and list of references. • Free of spelling, punctuation and grammatical errors. |
| Total /40 | Due in Dropbox in CourseLink by 11:59 pm April 9. |

Group presentation [20%] Due: 5 April

Working in groups, students are to complete a 15 minute presentation to WDG Pubic Health (plus 5 minutes for Q&As and discussion) providing background on the research experiences and key findings. The group has to **plan** their 15 minutes **and share responsibilities**. For example, the group plans the report and presentation and each student talks for one minute sharing the responsibilities.

Details of what to present are outlined in the rubric below, however the presentation must include the following:

- Background/overview on the research approach
- Summary of collective findings
- Primary focus on interventions and indicators and how they address current literature and current food security trends.
- A brief summary that can be shared with others, such as a handout or slides posted to CourseLink prior to the presentation. Additional details will be shared in class.

It is up to each group to decide who in the group presents and when. To alleviate concerns about uneven contributions by group members, within the presentation or handout very briefly articulate each group member's contribution towards the presentation.

Presentation slides and/or handouts must be posted on CourseLink under Student Presentations, by April 2 by 11:59PM at the latest. We will use the content uploaded for presentations, late uploads will be deducted points.

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your 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.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments

submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

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 submitted assignments 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 students will be able to educate and empower themselves 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.

10.UNIVERSITY STATEMENTS

E-mail 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 a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

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

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.

Accessibility:

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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

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.](#)

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.

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.