



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6020 Qualitative Research Methods Course Outline – Summer 2021

Instructor

Dr. Lauren Sneyd, PhD

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Office hours: by appointment via Teams. Please email me to set up a meeting.

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 did not require verification of illness (doctor's notes) for the Fall 2020 or Winter 2021 semesters. There have been nothing mentioned yet regarding the Summer semester.

TERRITORIAL ACKNOWLEDGEMENT^[1]

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

1. GRADUATE CALENDAR DESCRIPTION

This course teaches students how to use qualitative methods as a mode of inquiry for understanding issues in human development, nutrition and family relationships. The emphasis is on project design, data collection techniques, analysis strategies and procedures for final write-up.

2. COURSE DESCRIPTION

This course teaches students how to use qualitative methods as a mode of inquiry for understanding issues in human development, human nutrition and family relationships. The emphasis is on project design, data collection techniques, analysis strategies and

procedures for final write-up. Students will be introduced to the key components of qualitative research methodologies and learn to differentiate between data sources and theoretical approaches, along with gaining practical experience and training. Students will discuss applications to family relations, applied nutrition, health research and the use of Indigenous methodologies.

LEARNING OUTCOMES

By the end of the course it is expected that students should be able to:

- Identify and explain the approaches to qualitative research and how they apply to various disciplines of inquiry [L][SEP]
- Practice using a qualitative research method
- Effectively design, collect and analyze qualitative data [L][SEP]
- Critically assess ethical issues related to specific qualitative research methods and [L][SEP]working with certain population groups [L][SEP]
- Explain positionality or reflexivity in qualitative research [L][SEP]
- Identify and critically evaluate the strengths and weaknesses of qualitative research [L][SEP]designs in the literature [L][SEP]
- Assess the quality or rigour of qualitative research [L][SEP]
- Assess the advantages and disadvantages of the qualitative methodologies profiled [L][SEP]as part of this course [L][SEP]

3. TIMETABLE

Lecture: Monday/Wednesday 12:00-2:50

We have two three hour seminar sessions a week for the course. This is a 6-week intensive course with 12 sessions total. The workload will be heavy as we read, study and practice qualitative research methods together.

Location: Via Teams. Please follow the calendar invite.

4. LEARNING RESOURCES

Required Resource(s):

Readings will be assigned throughout the term and are listed as part of the class schedule and are available via Courselink. These articles are also required for class discussions and engagement and should be read prior to class. A participation mark of 10% will reflect knowledge of the readings, class attendance and participation in the class discussion. [L][SEP]

Recommended Resource(s):

Please see list of additional resources below.

5. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Session 1 Introduction to qualitative research design part 1

- Positionality [L][SEP]

- Theory ^[L]_[SEP]

Denzin, N., & Lincoln, Y. S. (2018). Introduction: The discipline and practice of qualitative research. In N. Denzin, & Y.S. Lincoln (Eds.), *The Sage handbook of qualitative research* (5th ed., pp. 1-26). London: Sage.

Carter, Stacy M. and Miles Little (2007). Justifying Method, Taking Action: Epistemologies, Methodologies and Methods in Qualitative Research. *Qualitative Health Research* 17(10): 1316-1328.

Caretta, Martina Angela (2015). "Situated Knowledge in Cross- Cultural Research: A Collaborative Reflexive Analysis of Researcher, Assistant and Participant Subjectivities". *Qualitative Research* 15 (4): 489-505.

Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative Health Research*, 25(9), 1212–1222.

Optional (may be useful for the final assignment, start planning early):

Watts, Michael 2001. *The Holy Grail: In Pursuit of the Dissertation Proposal*. Regents of the University of California.

Session 2 Research design part 2

- Conceptual frameworks ^[L]_[SEP]
- Ethics ^[L]_[SEP]

Daly, K. (2007). Research Design: Constructing a research proposal. In *Qualitative methods for family studies and human development* (pp. 161-186) London: Sage.

Mantzoukas, S. (2008). Facilitating research students in formulating qualitative research questions. *Nurse Education Today*, 28, 371–377.

Maxwell, J. A. (2009). Designing a qualitative study. In L. Bickman, & D. J. Rog (Eds.), *The SAGE handbook of applied social research methods* (pp. 214-253). London: Sage.

Starks, H., & Brown Trinidad, S. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research*, 17(10), 1372-1380.

Vainio, Annukka. 2012. "Beyond Research Ethics: Anonymity as 'Ontology', 'Analysis', and 'Independence'". *Qualitative Research* 13 (6): 685-698.

Tutorial for the TriCouncil Policy Statement: Ethical Conduct for Research Involving Humans (TCPS). <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

University of California San Francisco. Qualitative Research Guide. Ethics, <https://guides.ucsf.edu/c.php?g=100971&p=654838>

Session 3 Collecting data part 1

- Choosing your method [L][SEP]
- Research process [L][SEP]
- Transcription [L][SEP]

Gentles, S. J., Charles, C., Ploeg, J., & McKibbin, K. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report*, 20(11), 1772-1789.

Gair, S. (2012). Feeling their stories: Contemplating empathy, insider/outsider positionings, and enriching qualitative research. *Qualitative Health Research*, 22(1), 134-143. DOI: 10.1177/1049732311420580

Karnieli-Miller, O., Strier, R., & Pessach, L. (2009). Power relations in qualitative research. *Qualitative Health Research*, 19(2), 279-289.

Starks, H., & Brown Trinidad, S. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research*, 17(10), 1372-1380.

Session 4 Data analysis and coding

<http://toolkit.pellinstitute.org/evaluation-guide/analyze/analyze-qualitative-data/>

Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5(9), 9- 16.

Richards, L. (2015). Part II Working with the Data. In *Handling Qualitative Data: A Practical guide*. Sage: London. Pp. 83-125.

Session 5

Tools In your toolkit: Observation

Second half: Thematic analysis

DeWalt, Kathleen M., and Billie R. DeWalt. 2011. "What is Participant Observation? Enhancing the Quality of Data Collection and Analysis." In *Participant Observation: A Guide for Fieldworkers*, 10-15. Lanham: AltaMira Press.

DeWalt, Kathleen M., and Billie R. DeWalt. 2011. "Chapter 8 - Informal Interviewing in Participant Observation." In *Participant Observation: A Guide for Fieldworkers*, 137-178. Lanham: AltaMira Press.

Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. In C. Willig, & W. Stainton-Rogers (Eds.), *The Sage handbook of qualitative research in psychology* (2nd ed., pp. 17-37). London: Sage.

Session 6

Tools in your toolkit: Photo elicitation/photovoice

Second half: Grounded theory

Allen, Louisa. 2011. "'Picture this': using photo-methods in research on sexualities and schooling." *Qualitative Research* 11 (5):487–504.

Kelle, U. (2007). The development of categories: Different approaches in grounded theory. In A. Bryant, & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (pp. 191-213). London: Sage.

Liebenber, L. (2018). "Thinking Critically About Photovoice: Achieving Empowerment and Social Change." *International Journal of Qualitative Methods*. Volume 17: 1–9. ^[1]_{SEP}

Meo, Analía Inés. 2010. "Picturing Students' Habitus: The Advantages and Limitations of Photo-Elicitation Interviewing in a Qualitative Study in the City of Buenos Aires." *International Journal of Qualitative Methods* 9 (2):149-171.

Nash, M. (2018). White pregnant bodies on the Australian beach: A visual discourse analysis of family photographs. *Journal of Gender Studies*, 27(5), 589-606.

Session 7

Tools in your toolkit: Interview

Second half: Phenomenology

Manderson, Lenore, Elizabeth Bennett and Sari AndajaniCSutjahjo (2006). The Social Dynamics of the Interview: Age, Class and Gender. *Qualitative Health Research* p. 1317C1334.

Perara, Kaushalya. 2021. Interviewing academic elites: a discourse analysis of shifting power relations. *Qualitative Research* 21(2): 215-233.

Laverty, S. M. (2003). Hermeneutic phenomenology and phenomenology: A comparison of historical and methodological considerations. *International Journal of Qualitative Research*, 2(3), 21-35.

Session 8

Tools in your toolkit: Interview II

Second half: Narrative analysis

Jones, Chelsea and Cheuk, Fiona. (2021). Something is happening: encountering silence in disability research. *Qualitative Research Journal* 21(1): 1-14.

Komil-Burley, O. (2021). Conducting Research in Authoritarian Bureaucracies: Researcher Positionality, Access, Negotiation, Cooperation, Trepidation, and Avoiding the Influence of the Gatekeepers. *International Journal of Qualitative Methods*. 20:1-10.

Marta M. (2021). Interview Techniques. In Morin J., Olsson C. Atikcan, E. Research Methods in the Social Sciences: An A-Z of Key Concepts. Oxford: OUP.

Session 9

Tools in your toolkit: Participatory methods

Second half: Intersectional and Indigenous approaches to research

White, Darcy, and Rob Stephenson. 2014. "Using Community Mapping to Understand Family Planning Behavior." *Field Methods* 26 (4):406-420.

Castellano, M. B. (2004). Ethics of Aboriginal Research. *Journal of Aboriginal Health*, 1(1). Retrieved from http://www.naho.ca/jah/english/jah01_01/journal_p98-114.pdf

LaVeaux D & Christopher S. (2009). Contextualizing CBPR: Key principles of CBPR meet the Indigenous research context. *Pimatisiwin* 7(1) <http://www.pimatisiwin.com/online/wp-content/uploads/2009/07/01Contents.pdf>

Tobias, J.K., Richmond, C.A.M. & Luginaah I. (2013). CBPR with Indigenous Communities: Producing Respectful and Reciprocal Research. *Journal of Empirical Research on Human Research Ethics*, 8(2):129-140.

Esposito, J. and Evans-Winters, V. 2021. (R)evolution of Qualitative Inquiry. In *Introduction to Intersectional Qualitative Research*. London: Sage.

Session 10

Tools in your toolkit: Content analysis

Second half: Discourse theory and analysis

Taylor, S. (2001). Locating and conducting discourse analytic research. In M. Wetherell, S. Taylor, & S. M. Yates^[1] (eds.), *Discourse as data: A guide for analysis* (pp. 5-48). London: Sage.

Nash, M. (2018). White pregnant bodies on the Australian beach: A visual discourse analysis of family photographs. *Journal of Gender Studies*, 27(5), 589-606.

Sneyd, L. Q., Legwegoh, A., & Fraser, E. D. (2013) "Food riots: Media perspectives on the causes of food protest in Africa," *Food security* 5(4), 485-497

TBD CHAPTER

Session 11

Tools in your toolkit: Analyzing and coding data

Second half: Writing and reporting, knowledge translation

Antin, Tamar M. J., Norman A. Constantine, and Geoffrey Hunt. 2015. "Conflicting Discourses in Qualitative Research: The Search for Divergent Data within Cases." *Field Methods* 27 (3):211-222.

Richards, L. (2015). Part III Making Sense of Your Data. *Handling Qualitative Data: A Practical guide*. Sage: London. Pp. 141-205.

Sneyd, Lauren 'We eat what we have, not what we want': The policy effects of food riots and eating after the 2008 Crisis in Cameroon in Hossain, Naomi and Scott-Villiers, Patta (2017) *Food Riots, Food Rights and the Politics of Provisions*. Routledge. Chapter 5.

Saldana, J. 2009. An Introduction to codes and coding. In *The Coding Manual for Qualitative Researchers*. Sage: London.

Session 12

Presentations

Extra resources:

<https://us.sagepub.com/en-us/nam/book/coding-manual-qualitative-researchers-1>

<http://methods.sagepub.com/subzero.lib.uoguelph.ca>

HELPFUL READINGS AND RESOURCES

Bazeley, P. (2007). *Qualitative Data Analysis with NVivo*. Thousand Oaks, CA: Sage Publications Inc.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage. (Chs. 3 & 5).

Creswell, JW. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches, 3rd Edition*. Thousand Oaks, CA: Sage Publications Inc.

Hein, S. F., & Austin, W. J. (2001). Empirical and hermeneutic approaches to phenomenological research in psychology: A comparison. *Psychological Methods*, 6(1), 3-17.

Leavy, P. (2008). *Method meets art: Arts-based research practice*. New York: Guilford. (Chs. 1-2).

Mason, Jennifer. (2003). *Qualitative Researching, 2nd Edition*. London: Sage Publications.

Richards, L. (2005). *Handling Qualitative Data: A Practical Guide*. Thousand Oaks, CA: Sage Publications Inc.

Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: Sage Publications Inc.

Wertz, F. et al. 2011. *Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry*. New York: Guilford Press.

OPTIONAL READINGS (Examples of Qualitative Research)

Arts-Based Analysis

Knoblauch, H. (2012). Videography: Analysing video data as a 'focused' ethnographic and hermeneutical exercise. *Qualitative Research* 12 (3): 334-356.

Luff, P. (2012). 'Some technical challenges' of video analysis: Social actions, objects, material realities and the problems of perspective. *Qualitative Research*, 12 (3): 255-279.

Morris, R. (2008). 'Cultural analysis through semiotics: Len Norris' cartoons on official bilingualism. *Canadian Review of Sociology/Revue canadienne de sociologie*, 28 (2): 225-254.

Nash, M. (2013). Shapes of motherhood: Exploring postnatal body image through photographs. *Journal of Gender Studies*, 1-20.

Discourse Analysis

Brooks, S. (2009). Radio food disorder: The conversational constitution of eating disorders in radio phone-ins. *Journal of Community & Applied Social Psychology*, 19, 360-373.

Diorinou, M., & Tseliou, E. (2014). Studying circular questioning "in situ": Discourse analysis of a first systemic family therapy session. *Journal of Marital and Family Therapy*, 40, 106- 121.

Petrassi, D. (2012). 'For me, the children come first': A discursive psychological analysis of how mothers construct fathers' roles in childrearing and childcare. *Feminism & Psychology*, 22, 518-527.

Sneijder, P., & te Molder, H. (2009). Normalizing ideological food choice and eating practices. Identity work in online discussions on veganism. *Appetite* 52, 621-630.

Sutherland, O. A., Forbes, L., Hodgson, B., & McLaren, K. (2014). Digital actualizations of gender and embodiment: Microanalysis of online pregnancy discourse. *Women's Studies International Forum*, 47, 102–114.

Wiggins, S., Potter, J., & Wildsmith, A. (2001). Eating your words: Discursive psychology and the reconstruction of eating practices. *Journal of Health Psychology*, 6, 5–15.

Ethical Issues

Aldridge, J. (2014). Working with vulnerable groups in social research: dilemmas by default and design. *Qualitative Research* 14 (1): 112-130.

Berger, R. (2013). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research* 15(2): 219-234.

Knudson, S.K. (2015). Integrating the self and the spirit: Strategies for aligning qualitative research teaching with Indigenous methods, methodologies, and epistemology. *Qualitative Social Research* 16 (3).

Grounded Theory

Allen, K. R., & Roberto, K. A. (2009). From sexism to sexy: Challenging young adults' ageism about older women's sexuality. *Sexuality Research & Social Policy*, 6, 13-24.

Bianchi CM, Huneau JF, Le Goff G, Verger EO, Mariotti F, Gurviez P. (2016). Concerns, attitudes, beliefs and information seeking practices with respect to nutrition-related issues: A qualitative study in French pregnant women. *BMC Pregnancy and Childbirth*, 16(1): 306.

Charmaz, K. (2017). The power of constructivist grounded theory for critical inquiry. *Qualitative Inquiry*, 23(1), 34–45.

Garcia-Romeu, Albert. (2015). 'Self-transcendent experience: A grounded theory study.' *Qualitative Research* 15 (5): 633-654.

Haselschwerdt, M. L., Hardesty, J. L., & Hans, J. D. (2011). Custody evaluators' beliefs about domestic violence allegations during divorce: Feminist and family violence perspectives. *Journal of Interpersonal Violence*, 26, 1694–1719.

Kushner, K. E., & Harrison, M. J. (2011). Finding a balance: Toward a substantive theory of employed mothers' personal and family health decision making. *Journal of Holistic Nursing*, 29, 7-17.

Sorensen, P., & Cooper N. J. (2010). Reshaping the family man: A grounded theory study of the meaning of grandfatherhood. *The Journal of Men's Studies*, 18, 117-136. Weaver, K., Wuest, J., & Ciliska, D. (2005).

Indigenous Research Methodologies

Drawson, A. S. , Toombs, E. , Mushquash, C. J. (2017). Indigenous Research Methods: A Systematic Review. *The International Indigenous Policy Journal*, 8(2). Retrieved from: <https://ir.lib.uwo.ca/iipj/vol8/iss2/5>

Kovach, M. (2009). *Indigenous methodologies: Characteristics, Conversations, and Contexts*. Toronto, University of Toronto Press, Scholarly Publishing Division.

McGregor D & Restoule JP. (2018). *Indigenous Research: Theories, Practices and Relationships*. Toronto: Canadian Scholar's Press.

Smith, L. T. (2012). *Decolonizing Methodologies*. Dunedin: University of Otago Press.

Wilson, S. (2009). *Research is Ceremony*. Halifax: Fernwood.

Participatory Research

Goeman D., King, J., & Koch S. (2016). Developing of a model of dementia support and pathway for culturally and linguistically diverse communities using co-creation and participatory action research. *BMJ Open*, doi:10.1136/bmjopen-2016-013064.

Mundel, E., & Chapman, G. E. (2010). A decolonizing approach to health promotion in Canada: the case of the Urban Aboriginal Community Kitchen Garden Project. *Health Promotion International*, 25(2), 166-173.

White, J.W., Yuan, N.P., Cook, S.L. et al. (2013). Ethnic minority women's experiences with intimate partner violence: Using community-based participatory research to ask the right questions. *Sex Roles*, 69: 226.

Phenomenological Analysis

Ford, K., & Turner, deS. (2001). Stories seldom told: Paediatric nurses' experiences of caring for hospitalized children with special needs and their families. *Journal of Advanced Nursing*, 33, 288-295.

Eatough, V., & Smith, J. A. (2017). Interpretive phenomenological analysis. In C. Willig, & W. Stainton-Rogers (Eds.), *The Sage handbook of qualitative research in psychology* (2nd ed., pp. 193-211). London: Sage.

Lucero, N. M. (2014). 'It's not about place, it's about what's inside': American Indian women negotiating cultural connectedness and identity in urban spaces. *Women's Studies International Forum*, 42, 9-18.

Merrill, E., & Grassley, J. (2008). Women's stories of their experiences as overweight patients. *Journal of Advanced Nursing*, 64, 139-146.

Millings, E. (2010). The role and influence of the father on his 'child' in biological and non-biological relationships: Part Two – Introduction and research findings – An interpretative phenomenological analysis study. *Counselling Psychology Quarterly*, 23, 177-188.

6. ASSESSMENT DETAILS

| Assignments | Due dates | Value |
|--|---|------------|
| Researcher positionality statement | 20 May 2021 to the dropbox | 15% |
| Developing a research purpose and question | 4 June 2021 | 15% |
| Group research methods activity | Sessions 5-11 Please sign up during the first class | 25% |
| Final presentation | 24 June 2021 Last session | 10% |
| Final paper | 25 June 2021 to the dropbox | 35% |
| Class participation | Throughout | 10% |

CONTRIBUTIONS AND ASSIGNMENTS

Researcher positionality statement (15%)

A 3-page (double-spaced, 12-point font) paper that describes your ontological and epistemological positioning as a researcher. The use of class readings as references is encouraged (for example, Holmes 2020), along with new literature to support your point of view. All references need to be cited accurately using APA style.

Also see: <https://medium.com/@Marvette/just-tell-me-what-i-need-to-know-reflexivity-and-positionality-statements-fb52ec0f4e17>

Research purpose and questions assignment (15%)

Each student will develop a research purpose and questions of interest to them that will form the foundation for the final paper. The paper should be approximately 5 pages (double-spaced, 12-point font) and include a brief introduction of the importance of the topic, rationale for the research, overall purpose and questions to be answered. Current literature to support your proposed study should also be included and cited accurately using a reference list not included in the 5 page limit.

Exploring tools in your toolkit: Group research methods practice/activity and facilitation (25%)

Students will divide into groups of 2/3 according to research method interests and choose a week to facilitate from our class schedule. The groups will sign up for a week we are covering the method and theme in class. Each group will research and design a class

exercise for the first half of the seminar that will assist the class in further understanding or practicing a particular method profiled. The second half will be about engaging the methodological approach. Each group will facilitate this activity with the class on Teams (remember we can form breakout rooms for smaller groups to practice a method or have a discussion). Groups will have a meeting with Dr. Sneyd prior to their facilitation to discuss their approach to planning and organizing the seminar.

A short report per group should also be handed in the same day that consists of a 5-6 page summary and reflection of the activity. Any resources or sources of literature used as part of the activity design should also be attached to the report. Resources for the activity are available from (please login with your UofG details):

<http://methods.sagepub.com.subzero.lib.uoguelph.ca/video>

Questions to consider for discussion:

Flexibility of research method and application: How can the research method be applied and used? What are the benefits? What are the drawbacks? Troubleshooting? Flexibility? Ways of justifying the method? What skills are to be developed?

Data: What are we aiming to collect? How does the data answer the research question? Who are the participants?

Analysis: Rigorousness?

Final paper + presentation (25%)

Based on the research purpose and questions identified in the second assignment, students will develop and write up their methodology for approaching the research study in the form of a research proposal. A specific qualitative methodology (theoretical and methodological approach) should be outlined and rationalized as to why the methodology fits with the purpose and research questions to be answered. The following must be included: title, introduction, rationale/objectives/background research, methodology/approach, ethics protocol, participants, research design, data collection tools (such as interview guides to be included as appendices), recruitment procedures for participants as well as dissemination plans for the research in the form of a knowledge translation plan. The paper should be 10-12 pages in length (double-spaced, 12-point font), not including reference list and appendices.

Presentation of final paper (10%)

The purpose of the assignment is for students to reflect on and discuss their research idea. The presentation is also a time for students to discuss how particular methods will be used to answer their research question. The presentation should: 1) State your Problem Statement, Research Question and 2 sub-questions (these must be questions that can be addressed qualitatively). 2) State your research objectives: what do you hope to achieve through this research? 3) Discuss your methodological approach. 4) Why this topic is important to you/timely and important to society (rationalization). You can see your colleagues' presentations as a learning experience. Listening carefully to your colleagues' presentations will give you some ideas of the limits and possibilities in qualitative research. The presentations will be during our final class.

Class participation (10%)

Your voice, insight and presence in the class are important for your learning with the group and will also be evaluated. Attendance is a must, along with active engagement in small groups and classroom conversations. Participation marks are not simply allocated to those students who talk the most. Quality of input and demonstrated listening skills are also important methods of engagement. Learning from each other is an important skill to develop in graduate school.

7. 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.

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.

8. 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 graduate 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 Graduate 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.

Plagiarism is a combination of stealing and lying about it afterwards. It means using others' work and misrepresenting that work as your own without giving the author credit. An extreme example would be copying or purchasing an entire paper and submitting it as your own. Less extreme would be submitting a paper you have written for credit in another course without prior permission from your instructor. Another, more common example, would be copying another author's phrases, sentences, ideas, or arguments without citing the source.

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 Graduate 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.

Responsible Conduct of Research

The University of Guelph ("University") expects the highest standards of integrity in every aspect of research carried out by all members of its academic community. For the purposes of this document, "research" encompasses the creation and application of new knowledge and/or the use of existing knowledge in new and creative ways through research, scholarly, and artistic work. The University is committed to exemplifying the values and behaviours associated with research integrity, in part, because the University recognizes that research must be built on a foundation of trust. Researchers must have trust in the data/results reported by others, and trust that when undertaking collaborative projects that they will be appropriately recognized for their contributions. The general public must have trust that public research funding will be managed and spent appropriately and accountably, and

society must be able to have confidence in the research communicated and disseminated by the University. Maintaining the trust and confidence of both the academic community and general public is a responsibility the University takes very seriously and as such misconduct in research is clearly incompatible with the ethical standards of the University. This policy found at <https://www.uoguelph.ca/registrar/calendars/graduate/2019-2020/geninfo/geninfo-respcond.shtml> provides guidance as to the expectations regarding research integrity and to those behaviours which may form the basis of action regarding research misconduct.

Resources:

The [Academic Calendar](#) is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs.