

The University of Ontario Institute of Technology  
 Faculty of Social Science & Humanities  
 Fall term 2016

**POSC 2100U Global Communities**

**(CLASS: Thursdays 8:10 am - 11:00 am Room: DTB205)**

INSTRUCTOR	CONTACT INFORMATION	OFFICE HOURS
Alyson E. King, Ph.D.	OFFICE: DTB 307 Blackboard Message (or Alyson.King@uoit.ca) 721-8668 x 3421 (messages)	Wednesdays 12:15-1:30 & Thursdays 12:00-1:30 (or by appointment)

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## Course Description

Students taking this course will learn about the emergence of global communities over the last century. Students will also learn to identify and assess the needs of global communities. Course content will emphasize community development best practices and policies that extend beyond traditional boundaries of 'community' towards more international development initiatives. 3 cr, 3 lec. Prerequisite: CDPS1000 WHAT IS COMMUNITY? or SOCI1000 INTRODUCTORY SOCIOLOGY; Course Restriction: CDPS2100 Global Communities

## Class Structure

This three-hour class combines lecture with in-class activities and video examples. This course also includes small group work with real-world application exercises in class, online, and out of the classroom.

## Learning Outcomes

By the end of the course, students should be able to:

1. Identify and compare different global communities;
2. Assess the needs of global communities, paying particular attention to international development efforts and increasing social capital;
3. Understand best practices--within a context of globalization (e.g. global communication technology) – for empowering those affected by large shifts in global capital and populations.

## Required Text

Fedorak, Shirley A. (2013). *Global Issues: A Cross-Cultural Perspective*. University of Toronto Press.  
Paperback: ISBN 9781442605961 or ebook (EPUB format): ISBN 9781442605985

**NOTE: Additional readings** are on reserve or available online at the UOIT library. Additional materials, electronic resources and links will be posted on the course WebCT site throughout the term.

**HIGHLY RECOMMENDED:** *Publication Manual of the American Psychological Association*. 6th Edition. Washington, D.C.: American Psychological Association, 2010.

Graff, Gerald and Cathy Birkenstein. (2014). *They Say, I Say: The Moves That Matter in Academic Writing*. Third Edition. New York: W.W. Norton. ISBN 978-0393935841

## Course Requirements

Students are required to attend all class sessions and to be prepared to participate in discussions in which we seriously engage each text. Students are expected to help create a learning environment based on respect, personal motivation, and intellectual curiosity. You should be curious about identity, culture, language, and events in a global context.

- |  |                               |      |
|--|-------------------------------|------|
| 1. Participation & Professionalism   | <b>Ongoing</b>                | 15%* |
| *5% out of the 15% are allocated to discussions of the ePresentations at the end of term |                               |      |
| 2. Major Assignment (4 components – totaling 75% of course grade)                        |                               |      |
| a. Proposal & Annotated Bibliography   | <b>DUE 22 Sept. 2016, 8am</b> | 20%  |

Proposal of 250-350 words + at least **6 scholarly** sources (each with 50-60 word annotations)

- |   |                                  |     |
|---|----------------------------------|-----|
| b. Research Essay (2,500-3,000 words)                                       | <b>DUE 25 October 2016, 8am</b>  | 25% |
| c. ePresentation Outline  | <b>DUE 3 November 2016, 8am</b>  | 5%  |
| d. ePresentation  | <b>DUE 23 November 2016, 6pm</b> | 25% |
| 3. Reflection papers (best 2 of 4 papers; 5% for each paper; 250-500 words) |                                  | 10% |

### Requirement Details

**Submitting Assignments:** Unless otherwise directed, all assignments will be submitted electronically in Blackboard. It is your responsibility to ensure that electronic files are not corrupt when submitted and that you submit the correct file the first time. **Always check your university email and Blackboard messages regularly to ensure you receive all important messages in a timely fashion. All essay assignments** must be submitted to Turnitin.com, unless the professor is notified one week prior to the due date and all notes and rough drafts are submitted with the final copy.

1. **Participation & Professionalism (15%): active participation** in class, in addition to any assigned online activities. NOTE: Missing 4 or more classes will result in a zero for this component since you are not participating in class. Out of the 15 points, 10 points are allocated to ongoing class discussions and 5 points are allocated to discussion of the ePresentations at the end of the term.
2. **Major Assignment (4 components – totaling 75% of course grade):** Each of you will sign up for **one of the global issues** listed below and **one country**. This topic will be the subject on which you will prepare (a) a proposal & annotated bibliography; (b) a research essay; (c) an e-presentation outline; and, (d) an e-presentation. In other words, all four components will be on the same topic.  
**GLOBAL ISSUES:** Health, Ethnic Conflict, Environment and Natural Resources, Poverty and Hunger, Cultural Practices, and Migration. Students working on similar global issues will be grouped together for the e-presentations. You are expected to narrow your topic, develop a focussed argument and/or thesis, and come to a conclusion. As you are conducting your research, consider the following set of questions:
  - i. How does this issue affect the environmental, cultural, political, and/or economic situations of my country?
  - ii. What are the opinions of various stakeholders in my country with respect to this issue?
  - iii. What steps have been taken by individuals, organizations, corporations, or government agencies in my country to address this issue?
  - iv. How is the rest of the world impacted by what is happening in your country with respect to this issue?

NOTE: All written assignments require the use of APA format citations and references.

- a. **Proposal and Annotated Bibliography (20%):** You will submit a proposal for your essay (250-300 words) and an annotated bibliography composed of at least 6 scholarly sources. In addition to the 6 scholarly sources, you are expected to make use of the articles read (or to

- be read) during the course. Each annotation must be about 50-60 words in length and must explain the main argument of the source in relation to your topic. **DUE 29 Sept. 2016, 8 am**  
*NOTE: You must complete the **Academic Integrity learning modules** (do modules #1, 2, 4, 5) and submit your quiz score (min. score of 80%) to me with your proposal. <http://academicintegrity.uoit.ca/students/learning-modules.php>*
- b. **Research Essay (25%)**: This is a scholarly, research essay using at least 6 reliable, academic sources. In addition to 6 or more outside academic sources, you should include one or more articles from the syllabus and other reliable sources as needed (i.e., information from your country's government, from NGO's, from the World Bank, and so on). Your essay will be 2,500-3,000 words in length. All essays will be submitted by the student to Turnitin.com. You are allowed to submit your essay to Turnitin as many times as you like prior to the deadline, but don't leave it to the last minute. It can take up to 24 hours for your report to come in. **DUE 25 October 2016, 8 am**
  - c. **ePresentation Outline (5%)**: This outline should include information that answers the four questions listed below (re: ePresentations). Outlines should be 500-750 words in length. You should include a list of scholarly references at the end of your outline (following APA format), and one of your sources should be written by a national of the country you selected. **DUE 3 November 2016, 8 am**
  - d. **ePresentation (25%)**: Students will create an electronic presentation of their research that will be posted online. You may use choose a format to create your ePresentation (such as, PowerPoint with voiceover, Prezi with voiceover, a video-recording of yourself making a speech (like a mini-TED talk), a graphic novel-style format, and so on). If you use a format that cannot be uploaded to the Blackboard assignment drop-box and discussion area, submit a document that provides your name, student number, title of your ePresentation, and instructions for accessing your ePresentation. Please remember to be careful with what you submit; errors in a URL, etc., will mean that I cannot grade your assignment.

You must briefly present information that answers that following set of questions:

- a. How does this issue affect the environmental, cultural, political, and/or economic situations of my country?
- b. What are the opinions of various stakeholders in my country with respect to this issue?
- c. What steps have been taken by individuals, organizations, corporations, or government agencies in my country to address this issue?
- d. How is the rest of the world impacted by what is happening in your country with respect to this issue?

Your e-presentation should be about 5 to 10 minutes (aim for 7 minutes) in length. Since other students will also be presenting on similar topics, e-presentations will be grouped according to topic. A list of presentation topics will be posted prior to the deadline so you may collaborate in terms of content to avoid duplication. You may consider highlighting certain similarities and differences in the way the issue affects your respective countries or the way that the issue has been addressed. **NOTE: Five points of your participation grade are**

allocated to asking and discussing relevant and interesting questions about each presentation. **You MUST post your presentation by 6 p.m. November 23, 2016.** You must post **at least 5-6 discussion posts** about a variety of presentations by 9 a.m. Nov. 29. Vote for the best ePresentation in your group by 9 a.m. Nov. 30. The best in each group will be shown during the final class, discussed, and voted on for a prize.

3. **Reflection Papers (10%):** You will write four short reflection papers. You will keep the grades for the best two papers. You must refer specifically to the readings without using direct quotations. Tell me what you understand about the concepts, if you agree or disagree with arguments, why you do so, and so on – reflect critically and analytically. Due by 8am on the dates listed in the syllabus. Length: 250-500 words.

NOTE: *Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.*

### Using Your Laptop

The laptop should be brought to every class meeting, but is only to be used for note-taking, class-directed activities and completing assignments for THIS COURSE ONLY. Students using a laptop for anything other than this course during class time may be asked to leave class and this penalty counts as an absence. If you are experiencing problems with your laptop, please contact the IT Service Desk at either the North or Downtown campuses. Contact: [servicedesk@dc-uoit.ca](mailto:servicedesk@dc-uoit.ca), 905.721.3333 Option 1, or [https://itsc.uoit.ca/contact\\_us/index.php](https://itsc.uoit.ca/contact_us/index.php).

### Email and Electronic Communication

Emails to the professor should be written in a professional manner, including salutation, proper use of English, punctuation, spelling, capitalization, etc. Emails without proper grammar or tone will not receive a response. Please see the Course Resources section in WebCT to review appropriate form for emails and discussions. Emails sent before 5 pm will usually be answered within 24 hours. Most emails will be answered within 48 hours. Remember that others in the class may have similar questions and they may also have the answer to your questions. Use the Class discussion forum on BlackBoard to ask non-personal questions.

**Note: Emails sent to the Instructor after 5 pm regarding an assignment due the following day will not be answered. Please plan accordingly.**

### Disclaimer

This outline documents the instructor's intentions for this course. Over the period of the academic year it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with the students and the prior approval of the dean.

## Course Schedule

Below please find an outline of course topics and readings for the term. Please note that there may be some adjustments as the term progresses. Unless otherwise indicated, all required articles are available through the UOIT Library.

### 1. September 8, 2016: Introduction to the course

READ: Syllabus & course requirements and assignments

VIEW: Jared Diamond's *Guns, Germs, and Steel* (selections)

QUIZ on plagiarism

### 2. Sept. 15: How did we get here? Introduction to the Modern World

READ: (1) Kelleher & Klein, Chapter 1, "Introduction to the Modern World" [posted in Bb]; and,

(2) Blaut, James M. (1999). Environmentalism and Eurocentrism. *Geographical Review* Vol. 89, no. 3, pp. 391-408. ProQuest Science Journals

VIEW: Jared Diamond's *Guns, Germs, and Steel* (selections) and *Islam: Empire of Faith* (selections)

IN CLASS: Select and sign-up for topic and country for major assignment, as directed in class.

### Proposal & Annotated Bibliography

**DUE 22 September 2016, 8 a.m.**

**20%**

NOTE: You must complete the **Academic Integrity learning modules** (do modules #1, 2, 4, 5) and submit your quiz score (min. score of 80%) to me with your proposal. <http://academicintegrity.uoit.ca/students/learning-modules.php>

### 3. Sept. 22: Cultural Imperialism

READ: (1) Fedorak, Introduction + Chapters 1 (*Purdah*) and 2 (Female Circumcision); and,

(2) Bartlett, Robert. (Winter 2001). Medieval and Modern Concepts of Race and Ethnicity.

*Journal of Medieval and Early Modern Studies*, Vol. 31, No. 1, pp. 39-56 or

Backhouse, Constance. (1999). Race definition run amuck: 'Slaying the dragon of Eskimo

status' in *Re Eskimos*, 1939. In Backhouse, *Colour-Coded: A Legal History of Racism*

*in Canada, 1900-1950*. Toronto: University of Toronto Press. Pp. 18-55. [On reserve

at Social Science Library: KE4395.A71 B32 1999]

(3) Çoban, Barış. (2010). Globalisation of Violence: The Death Game of New Imperialism. *Critique*

38,2, pp. 309-320. DOI: 10.1080/03017601003668803

#### Reflection paper #1 due 8am Sept 23:

Reflect on your understanding of race, ethnicity, and cultural imperialism. How has your understanding of these concepts changed? What surprised you about the readings?

**NOTE: October : Last day to withdraw from fall semester courses without academic consequences.**

### 4. Sept. 29: Understanding Aid & Development

READ: (1) Fedorak, Chaps. 3 (International Aid) and 4 (Population Growth); and,

(2) Ali, Abdiweli M. and Isse, Hodan Said. (2007). Foreign Aid and Free Trade and their Effect on Income: a Panel Analysis. *The Journal of Developing Areas*, vol. 41, no. 1, pp. 127-142 or

Bhattarai, Badri Prasad. (2009). Foreign Aid and Growth in Nepal: An Empirical Analysis. *The Journal of Developing Areas*, vol. 42, no. 2, pp. 283-302; and,

- (4) Aaronson, Susan A. and Zimmerman, Jamie M. (2006). Fair Trade? How Oxfam presented a systemic approach to poverty, development, human rights, and trade. *Human Rights Quarterly*, vol. 28, no. 4, pp. 998-1030.

**Reflection Paper #2 DUE by 8am on Sept. 30:**

What factors account for world poverty? How could development strategies bring about constructive change? How do some strategies hinder positive change? What role(s) can/do groups like Oxfam and Free the Children play in economic development?

**5. Oct. 6: Global Diversity and Human Rights**

READ: (1) Fedorak, Chap. 5 (Heritage Languages);

- (2) Universal Declaration of Human Rights (UDHR),  
<http://www.un.org/en/documents/udhr/index.shtml> ; and,

- (3) Convention on the Prevention and Punishment of the Crime of Genocide,  
<http://legal.un.org/avl/ha/cppcg/cppcg.html> ;

- (4) Lisson, David. (Mar 2008). Defining "National Group" In The Genocide Convention: A Case Study Of Timor-Leste. *Stanford Law Review* vol. 60, no. 5, pp. 1459-1496. ProQuest Business Collection; and,

- (5) Kindornay, Shannon, et al. (2012). Rights-Based Approaches to Development: Implications for NGOs. *Human Rights Quarterly* 34,2, pp. 472-506. DOI: 10.1353/hrq.2012.0036

VIEW: "The Burning Issue: The DNA of Human Rights" by Professor Conor Gearty, LSE.

<<http://www2.lse.ac.uk/newsAndMedia/videoAndAudio/channels/theBurningIssue/player.aspx?id=1367>>

**Reflection Paper #3 DUE by 8am on Oct. 7:**

The Sapir-Whorf Hypothesis suggests that the way we think influences the way we speak and vice versa. Consider culturally insensitive or prejudiced language. Does hearing or using such language on a regularly basis affect how you view others? If a child constantly hears negative comments about people who are different, will they grow up to be bigoted?

**6. Oct. 13: Identity and Culture**

READ: (1) Fedorak, Chaps 6 (Body Image) and 7 (Same-Sex Marriage);

- (2) Murray. David. (2014). The (not so) straight story: Queering migration narratives of sexual orientation and gendered identity refugee claimants. *Sexualities*, Vol. 17(4) 451–471.

- (3) Bakhshi, Savita. (2011). Women's body image and the role of culture: A review of the literature. *Europe's Journal of Psychology*, 7(2), pp. 374-394. [www.ejop.org](http://www.ejop.org)

**Reflection Paper #4 DUE by 8am on Oct. 14:**

One's self-identity is created within the context of one's culture. Body image, body modification, sexuality, and so on, all are mediated by the culture in which one grows up. How is globalization impacting our/your/society's understanding and acceptance of various aspects of self-identity?

**7. Oct. 20: Technology and Media**

READ: (1) Fedorak, chap. 8 (Social Media);

- (2) Douai, Aziz and Nofal, Hala K. (2012). Commenting in the Online Arab Public Sphere: Debating the Swiss Minaret Ban and the 'Ground Zero Mosque.' *Online Journal of Computer-Mediated Communication*, 17, pp. 266–282. doi:10.1111/j.1083-6101.2012.01573.x

**Reflection Paper #5 DUE by 8am on Oct. 21:**

Is social media simply a communication tool or is it a catalyst for change? Is the role of social media in society exaggerated? What future role(s) do you see for social media (or other information and communication technologies)?

**8. Oct. 27: NO CLASS – CO-CURRICULAR PERIOD**

ePresentation Outline	DUE 3 November 2016, 8 am	5%
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**9. Nov. 3: Migration and Identity [ONLINE – NO FACE-TO-FACE CLASS]**

READ: (1) Fedorak, chap. 9 (Global Nomads); and,

- (2) Gilmartin. (2008). Migration, Identity and Belonging. *Geography Compass* 2/6 (2008): 1837–1852, 10.1111/j.1749-8198.2008.00162.x

**Reflection paper #6 due by 8am on Nov. 4:**

Will global nomads or Third Culture Kids change the ways in which all people view the world? In what ways? Are globalization process and transnational migration threatening national identity? [In 2016, the American election is on Nov. 8. Has the American election process affected how you view these issues?]

**10. Nov. 10: Challenges to Economic Development: food, conflict, & health**

READ: (1) Fedorak, chaps. 10 (Food Security) and 11 (Ethnic Conflict);

- (2) Belluz, Julia. (14 Aug. 2012). Sir Michael Marmot on why all matters are health matters. *Macleans.ca*, <http://www2.macleans.ca/2012/08/14/sir-michael-marmot-on-why-all-matters-are-health-matters/>, Accessed 18 August 2012;
- (3) Kaplan, Jeffrey P., et al. (6 June 2009). Toward a common definition of global health. *Lancet*, vol. 373, pp. 1993-95;
- (4) Bowen, Kathryn J., et al. (2012). Governing for a healthy population: Towards an understanding of how decision-making will determine our global health in a changing climate. *International Journal of Environmental Research and Public Health*, vol. 9, pp. 55-72. doi:10.3390/ijerph9010055, <http://www.mdpi.com/1660-4601/9/1/55/htm>
- (5) O’Kane, Gabrielle. (2011). What is the real cost of our food? Implications for the environment, society and public health nutrition. *Public Health Nutrition*, vo. 15, no. 2, pp. 268-276. doi:10.1017/S136898001100142X; and,
- (6) Sheffield, Perry E. and Landrigan, Philip J. (2011). Global Climate Change and Children's Health: Threats and Strategies for Prevention. *Environmental Health Perspectives*, vol. 119, no. 3, pp. 291-298.

**Reflection Paper #7 DUE 8am Nov. 11:**

Is there a relationship between food security and ethnic conflict? [How will the results of the 2016 American election on Nov. 8 impact globalization, economic development, etc.?)

**ePresentation****DUE online by 6 p.m. November 23, 2016****25%****1. Submit into assignment dropbox AND 2. Post into group discussion area as assigned.****11. Nov. 17: Global Instability**

READ: (1) Fedorak, chaps. 12 (Human Migration) and 13 (Global Conflict);

(2) O'Brien, Connie. (2005). Integrated community development/conflict resolution strategies as 'peace building potential' in South Africa and Northern Ireland. *Community Development Journal*, vol. 42, no. 1, pp. 114-130. doi:10.1093/cdj/bsi068;

(3) Höglund, Kristine and Kovacs, Mimmi Söderberg. (2010). Beyond the absence of war: the diversity of peace in post-settlement societies. *Review of International Studies*, vol. 36, pp. 367-390. doi:10.1017/S0260210510000069; or Green, David Michael. (2010). Has Europe Solved the Problem of War? Explaining the 'Long Peace' of the Post-1945 Era. *European Review*, vol. 18, no. 3, pp. 365-377. doi:10.1017/S1062798710000086.

**Reflection paper #8 DUE by 8am on Nov. 18:**

Is the world a stable place? Are you optimistic for the future – in terms of your life span and that of your (potential) children and grandchildren?

**12. Nov. 24: ePresentations [ONLINE – no face-to-face class today]**

ONLINE: View ePresentations in your group and discuss. Each student must pose at least one question to each group of presentations posted in Bb. You must have **at least 5-6 discussion posts** about a variety of presentations by 9 a.m. Nov. 29. Vote for the best ePresentation in your group by 9 a.m. Nov. 29. The best in each group will be shown during the last class, discussed, and voted on for a prize.

**13. Dec. 1: Are you a global citizen? (+ Wrap-up & discussion of e-Presentations)**

READ: Fedorak, Conclusion

IN CLASS: Be prepared to discuss the e-Presentations and tie together ideas from the whole course.

**Exam Period: December 7 to 18, 2016. NOTE: Make no vacation plans during this period.**

**Technology**

Throughout this course, we will be relying heavily on Blackboard as a central location for communicating ideas, resources, readings, and announcements, as well as for facilitating class discussions. You will also be using electronic journals regularly for your readings and links to supplementary readings available online that will be discussed in class. Blackboard will also help create community within our class. This is where we will be making announcements, posting grades, and so on. You are also encouraged to use this space to communicate, ideas, questions and concerns to your colleagues, as well as to myself. To

ensure that you have access to the same information as your colleagues, please bring your laptop to every class and check the Blackboard site regularly.

### Accessibility, Individual Needs, and Diversity

If you have any concerns about the course as a result of any special needs, please talk to the instructor as soon as possible. We have designed this course in an effort to meet the various ways that individuals learn. We will be using a lecture/workshop format with large and small group discussions. Lecture outlines will be posted prior to each lecture to aid in your note-taking. Because this is a university-level course, you are required to do a substantial amount of reading each week and complete several assignments. **Plan your time accordingly.** Make-up tests or assignments will only be given to those with medical notes (or other similar documentation).

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services [http://sites.uoit.ca/student\\_accessibility/index.php](http://sites.uoit.ca/student_accessibility/index.php) in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations. Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity.

### Important Matters Regarding Assignments

1. Essays and assignments must be double-spaced and typed. Please use 12 pt font (Times New Roman is preferred). Pages must be numbered. Proper scholarly form must be used. Please use APA style.
2. PLAGIARISM is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in the UOIT's "Academic Conduct Policy" which is printed in section 5.16 of the UOIT Calendar. It outlines what Academic Misconduct and Professional Unsuitability means and the penalties for violating this policy. Please also see the Academic Integrity website.
3. For your protection: because assignments sometimes get lost, files get corrupted, and because questions of authorship sometimes arise, it is essential that you be able to document your creative process in producing assignments. You **must keep your research notes and rough drafts** for essays and assignments, even after the finished work has been graded and returned. When composing on a computer, preserve copies of work in progress at regular intervals so that you have a track record of how the assignment evolved. Print hard copies of the work at different stages, or use the 'save as' function on the computer to record successive drafts. The sequence of drafts should be carefully noted. An inability to provide these materials, if requested, will constitute grounds for failure on the assignment and will result in a report kept on file in the Faculty of Social Science & Humanities.

4. **All assignments must be original, produced by you, and prepared for this course alone.** An essay prepared for or used in another course will be failed automatically. If you are drawing from assignments done for previous or current courses, you must notify me beforehand.

Late assignments will be accepted for a reasonable period of time after the deadline, but are subject to a late penalty. Assignments are to be submitted electronically. If you submit an assignment in any other way, you assume all risk that it does not go astray. It is your responsibility to ensure that electronic files are not corrupt when submitted and that you submit the correct file the first time. **Always check your UOIT email and Blackboard messages regularly to ensure you receive all important information in a timely fashion.**

## Policy for Late Assignments

### Non-negotiated Late Assignment

An assignment that has been handed in late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a **non-negotiated late assignment** and will receive a grade deduction of **5% per day** (including weekends). Such late assignments will only be accepted for a reasonable period of time after the deadline.

### Negotiated Late Assignment

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a **negotiated late assignment** and will be marked in accordance with the mutually agreed terms.

### Extenuating Circumstances

If, due to incapacitating illness, you are unable to complete any portion of the term work, you must submit a completed UOIT Medical Statement

<[https://shared.uoit.ca/shared/departement/registrar/Records%20and%20Registration/13\\_medical\\_statement\\_form.pdf](https://shared.uoit.ca/shared/departement/registrar/Records%20and%20Registration/13_medical_statement_form.pdf)> to the Academic Advising Office within 5 business days of the missed exam/deadline.

Please note: All UOIT Medical Statement forms must be completed, signed and dated by the treating physician no later than 24 hrs. after the missed exam/deadline. If the missed work is due to extreme compassionate circumstances (e.g., death in the family, etc.), relevant documentation is required. Please contact the Academic Advising Office for details.

If your documentation is approved, the student and the professor will be notified by email. All communication will be sent to the official UOIT.net email. It is the student's responsibility to follow up with the professor within 48 hrs. of receiving the approval from Academic Advising. It will be at the Professor's discretion to determine how the missed work will be addressed (e.g., re-writes, re-weight, extension, alternate assignment, etc.) and any late penalties (if applicable).

### Missed Final Exam

If, due to exceptional circumstances, a student has missed a final examination he or she may apply for a deferral using the Application for Deferred Final Examination

<<https://shared.uoit.ca/shared/departement/registrar/current-students/documents/12-13%20deferred%20final%20exams%20-%20Dec%202012.pdf>>. Supporting documentation (Medical

Statement, etc., as listed above) is also required, and must be submitted to the Academic Advising Office within 5 business days of the missed exam. Further information can be found in section 5.24.1.5 in the Academic Calendar.

### SSH Academic Advising Office

55 Bond St East Rm 403

E: [sshadvising@uoit.ca](mailto:sshadvising@uoit.ca) | T: 905-721-8668 x 3838 | F: 905-721-3372

## Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aims and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.16 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

## TURNITIN.COM

*UOIT is committed to the fundamental values of preserving academic integrity as defined in UOIT policies and contained in the UOIT Calendar. UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website. **Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide, with their assignment, a signed Turnitin.com Assignment Cover sheet:***

<http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf>. You must submit this form ONE (1) week before the due date and submit all notes and rough drafts with your final assignment.

**ASSIGNMENT COVER SHEET**

I declare that this assignment is original and has not been submitted for assessment elsewhere.

**I DO NOT agree that the assessor(s) of the assignments may, for the purpose of assessing the assignments: communicate a copy of the assignments to the electronic plagiarism detection service known as Turnitin.com.**

I accept the option of using an alternate method acceptable to UOIT for verifying the originality and integrity of the assignments (e.g., the submission of all rough work, electronic files and an annotated bibliography of all sources consulted).

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Student (Please print)

\_\_\_\_\_  
Student ID Number

\_\_\_\_\_  
Signature of Student

DRAFT

## Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science & Humanities.

UOIT is governed by the Freedom of Information and Protection of Privacy Act (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science & Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

*If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the UOIT Chief Privacy Officer at [accessandprivacy@uoit.ca](mailto:accessandprivacy@uoit.ca).*

## Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.