

THE ICON

# Student Handbook

Shoshanah Jacobs  
Daniel Gillis  
Evan Fraser  
Kelly Hodgins



**ARRELL  
FOOD INSTITUTE**  
AT THE UNIVERSITY of GUELPH



# The ICON Student Handbook



## STUDENT MANUAL

ICON FALL 2017



Shoshanah Jacobs, Daniel Gillis, Evan Fraser, Kelly Hodgins

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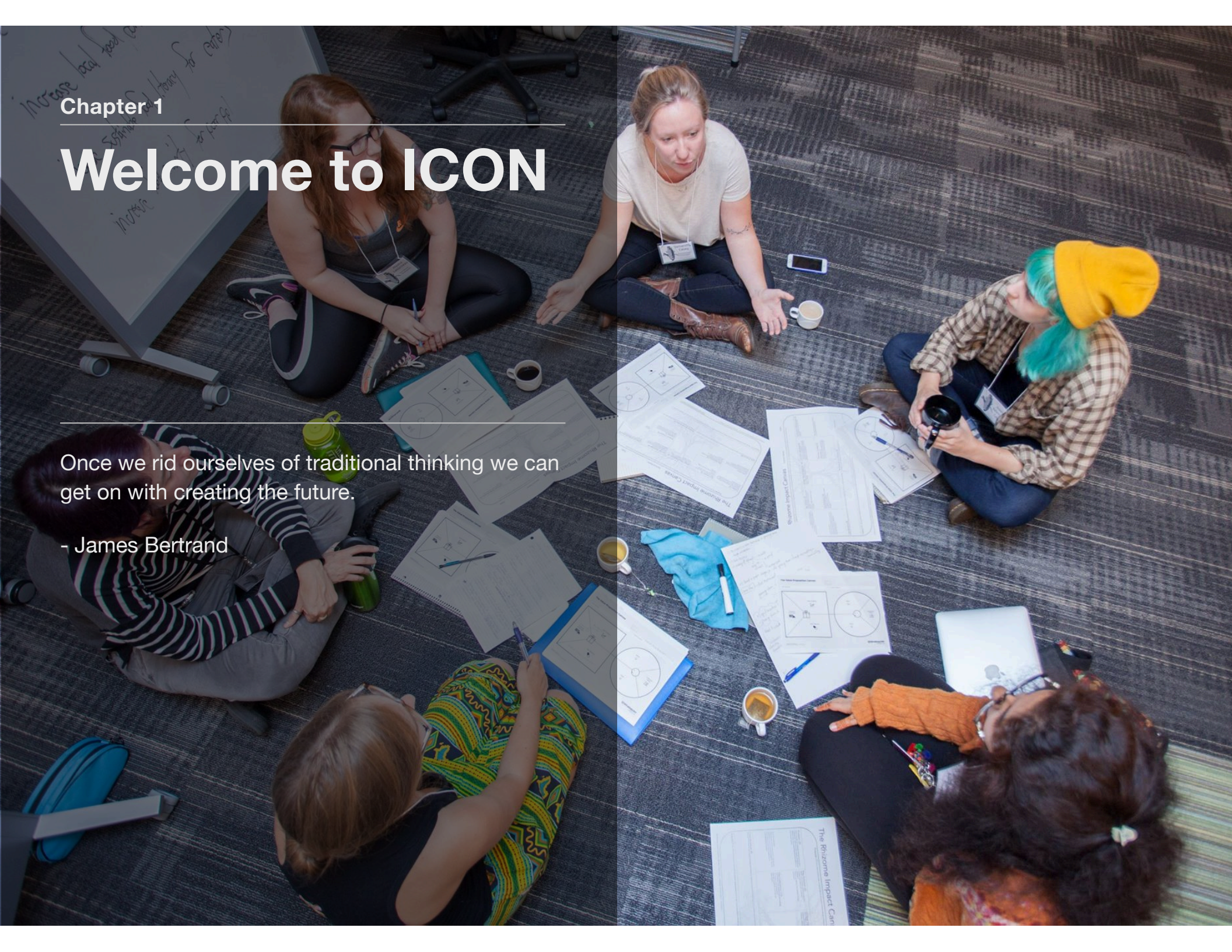


## Chapter 1

# Welcome to ICON

Once we rid ourselves of traditional thinking we can  
get on with creating the future.

- James Bertrand







## Section 1

# Welcome to ICON

Innovation, more and more,  
is a social activity. It occurs at  
the edges between teams,  
when people collide in  
unexpected places, to spark  
new ideas.

- Martin Durrsma, VP Citrix Labs

We are so pleased that you have decided to join the ICON team this semester. No matter whether you are a first year student enrolled in a First Year Seminar (FYS), or an upper year student enrolled in an independent study course, you are a vital part of this course and we are counting on your expertise to help make what we do truly innovative.

Because ICON is set up in a very different way compared to the rest of your courses, and because our expectations of you are very different, we have written this manual to help guide you through the semester. It contains a bit of everything; important content to complement the weekly classes, resource materials to help you with your project, our assignments with some tips and tricks, and a calendar to help keep you on track. It is expected that you will have gone through the materials associated with each week before the scheduled class time. Please make sure that you come to class prepared.

And of course, if you have any questions, don't hesitate to contact any one of us on your teaching team.

Shoshannah, Dan, Evan & Kelly

## Section 2

# Your ICON Teaching Team



**Dr. Shoshanah Jacobs** is an Assistant Professor in the Department of Integrative Biology and a member of the Office of Educational Scholarship and Practice and Biology Research Hub in the College of Biological Sciences. Co-creator of ICON, Dr. Jacobs is passionate about weaving the learning of society's most valued skills into traditional post-secondary programs. A recipient of the Distinguished Professor Award for Excellence in Teaching in 2015, she takes an evidence-based approach to student-centred learning founded upon the cannon of educational research.



**Dr. Daniel Gillis** is an Associate Professor in the School of Computer Science, and Director of the Physical Science & Engineering Education Research Centre in the College of Engineering & Physical Science. He is co-founder of Farm To Fork and GuelphHacks, and co-creator of ICON. Dr. Gillis was named one of Guelph's 40 Under 40 and was awarded the Distinguished Professor Award for Excellence in Teaching. More recently he was awarded the Gordon Nixon Leadership Award and the Winegard Exemplary Volunteer Award.



# Your ICON Teaching Team

**Dr. Evan Fraser** is a Professor in the Department of Geography, and Director of the Arrell Food Institute. Dr. Fraser founded the Feeding 9 Billion Challenge in 2014 to challenge interdisciplinary teams of students to develop solutions to feed the world's growing population. Dr. Fraser is a Tier 1 Canada Research Chair in Global Food Security, Fellow of the Trudeau Foundation, Fellow of the Royal Canadian Geography Society, and Member of the Royal Society of Canada's College of New Scholars.



**Kelly Hodgins** is the coordinator of the Feeding 9 Billion & ICON Programs, and a social justice and agriculture advocate. A lifetime of farming and researching in various areas has fostered her enormous respect for the actors across the entire food chain, but also allowed her to identify the shortcomings of today's food system. As a coordinator and mentor for the Ideas Congress class, she gets to live her passion: engaging the next generation of changemakers to develop real-life solutions to food security problems.





# A Brief History of ICON



The ICON classroom will prove to be like no other class you've ever experienced. It is an ongoing experiment that pushes the boundaries of what an undergraduate classroom is and should be, and it will challenge you to think in new ways. But before you get started on your ICON journey, it is important to take a moment to review where ICON came from, and what you should expect in this classroom.

ICON began in the Winter semester of 2015 when 25 students came together to work with Reid's Heritage Homes to develop solutions to reduce energy consumption in the home. Due to popular demand, the classroom returned in the Winter semester of 2016 - this time with a team of more than 30 students that worked with the Yorklands Green Hub to develop a mobile sustainability lab.

For the first two ICON offerings, the classroom was composed only of upper year students from all across campus. We were able to do this by allowing students to use their own Major's independent study courses to access ICON. That means that each upper year student in your ICON classroom is likely in a different course! But thankfully, each of their independent study courses are flexible enough to allow us to satisfy (and often exceed) their course requirements.

In the Fall of 2016 we welcomed a group of first year students into ICON for the first time. They accessed the program by enrolling in the Feeding 9 Billion First Year Seminar (FYS). Again, due to the flexibility of the FYS model, we are able to satisfy all the requirements in the ICON classroom.



# A Brief History of ICON

The student experience, both first year and upper years, was so positive since we mixed it up that we are now doing this permanently.



## Section 4

# What to Expect in ICON

We guarantee that ICON will be like no other classroom you've ever experienced. As part of the classroom, you will work with students from across campus and from many different disciplines to develop solutions to broad social issues.

None of this will be easy, and you will have to open yourself to new ways of thinking and doing. You'll need to be reflective and consider the way you learn and do and act, and how this might influence the way you approach and solve problems.

And in addition to all of this, you will need to learn how to work with members of the community who have expertise in the very broad social issues you're going to explore in ICON.

It's a lot of work, but it's also a lot of fun. To give you a better sense of what you are going to do in ICON, take a moment to watch **Movie 1.1** (which can also be found here: <https://www.youtube.com/watch?v=ZCeG-uWVLIE>)

### **Movie 1.1** Good Food Innovations Happening at the University of Guelph



*Take a moment to watch this video to get a better sense of what you might expect in the ICON classroom this semester.*

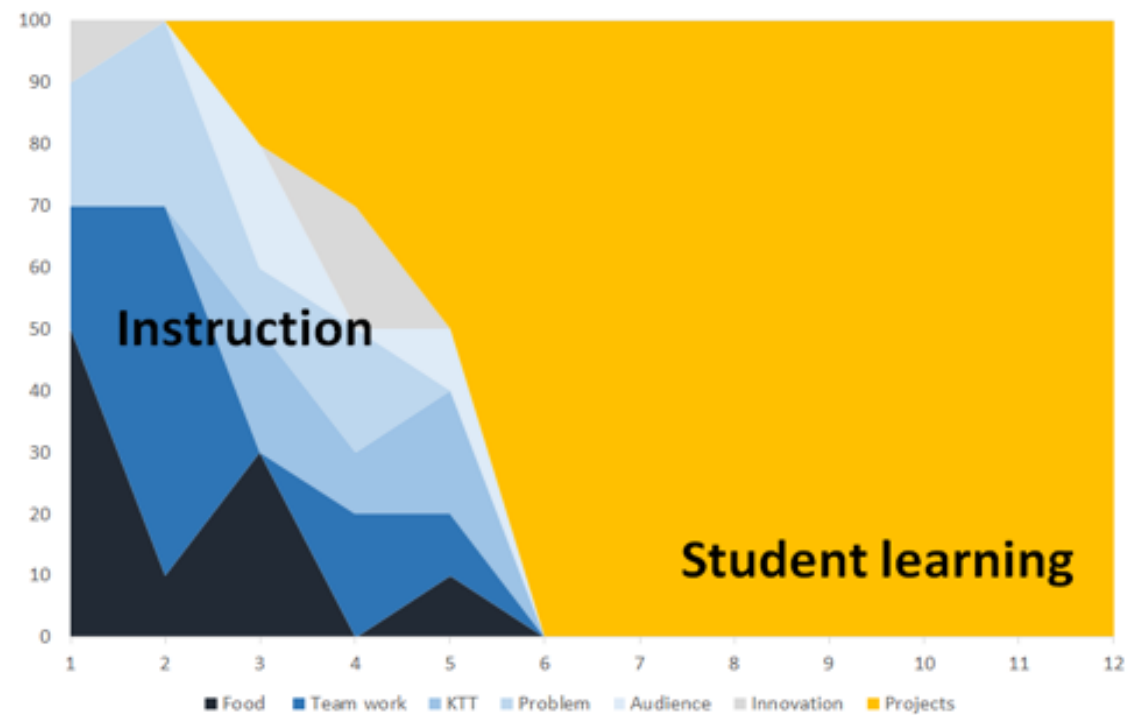
# What to Expect in ICON

During the semester we will learn about:

- food systems and food security
- effective ways of working on transdisciplinary teams
- knowledge translation and transfer
- problem identification
- audience analysis
- the process of innovation



The first half of the semester will be supported by instructor-delivered content. That means that we will teach you about the different topics listed above. These topics are tools that you will then be able to use to carry out your team projects. Therefore, as the semester progresses, the balance of learning responsibility gradually shifts to you and your teams.





# What to Expect in ICON

This does not mean that after week 6 you are 'on your own'. What it means is that you will be expected to take the lead in identifying what you need to learn, how you need to learn it, and who you will need to help you. Your instructors will be completely accessible through the entire semester. You can meet with them whenever you need to as many times as is needed, as individuals, or in your groups. Don't be afraid to contact us.

## The ICON Experience is Different

As you progress through the ICON experience, you might begin to feel a little different than what you'd expect from a typical classroom. That is, in most of your classes you've become comfortable with the format. Lecture, lab, quiz, midterm, *lather, rinse, repeat*. In many cases, because you've grown accustomed to this format, your comfort level typically remains constant throughout the course, except maybe just before midterms or exams (see Figure A, [Gallery 1.1](#), or Figure B, [Gallery 1.2](#))

However, based on feedback from students in the previous instances of the ICON classroom, you're most likely going to

**Gallery 1.1** Student comfort levels as progress through a course

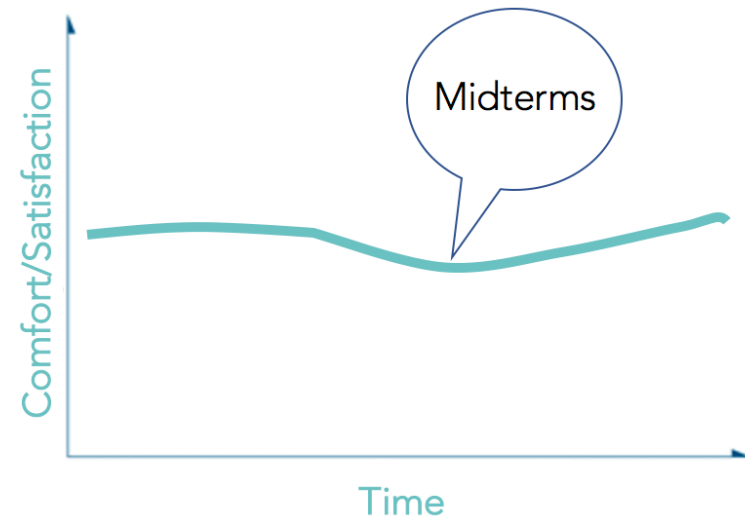
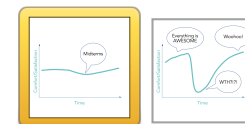
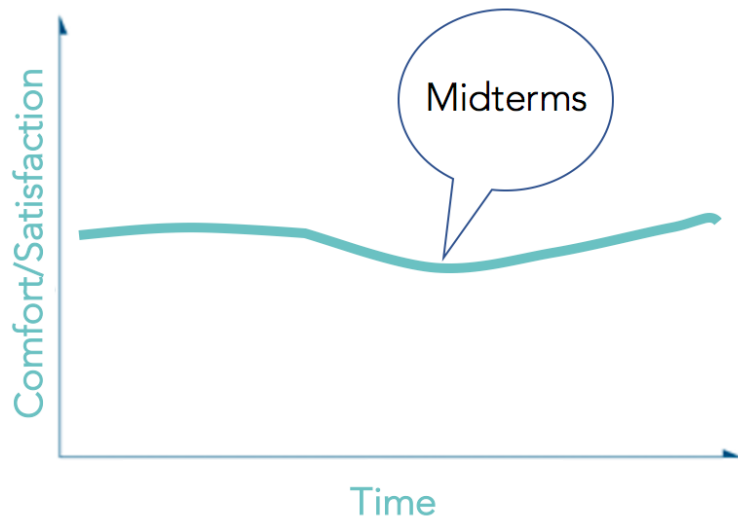


Figure A: Student comfort levels over time in a typical undergraduate classroom.

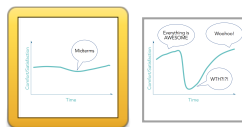


# What to Expect in ICON

**Gallery 1.2** Student comfort levels as progress through a course



*Figure A: Student comfort levels over time in a typical undergraduate classroom.*



Because the ICON classroom is unique (in Canada!) and because we have mixed year groups, we have different expectations of each of our student groups.

notice that your confidence, comfort, and satisfaction are going to fluctuate rather significantly as the weeks progress (see Figure B, [Gallery 1.1](#)).

In particular, most students have come into the ICON classroom pumped and ready to kick butt. But somewhere around week 4 they begin to feel extremely lost, unsure of how they are going to work with their team, unaware of how they might contribute, overwhelmed by the magnitude of the problems we're trying to tackle, or a combination of all of these things.





# What to Expect in ICON

Don't worry. This is a good thing. We want you to feel uncomfortable, because this is where innovation happens. Our job is to help you work through that *funk* and use it to your advantage.

## **Expectations of First Year Students**

A first year seminar is an exciting opportunity to become intimately involved in your community. With the small class size and access to 5 instructors, we expect you to take full advantage of what the ICON classroom has to offer. You will be spending a lot of time with upper year students. We expect that you will contribute to your team and be a productive member. We hope that you will learn from your teammates, ask questions, and try new things. We hope that the upper year students will serve as mentors to you, helping you navigate what can be a challenging transition in your academic life.

We expect you to be present at all events and classes. Your classmates and your teammates will rely on you. We expect you to take responsibility for your learning, to recognize when you

need help and to seek out the appropriate support. We will have high standards on assignments and presentations. We do not expect you to get everything right the first time but we do expect that you will check in with us and your teammates, ask for feedback, and take suggestions and helpful criticism to learn and improve. We therefore expect you to do really well in this course.

## **Expectations of Upper Year Students**

You are enrolled in an independent study course, likely for the first time. Independent study courses usually involve a one-on-one relationship with a professor whereby you would meet a couple of times during the semester to discuss your progress on a research project or literature review. This course, therefore, requires you to work independently and drive your own progress. ICON is less 'independent' in that we will meet with you in class once a week and you will be meeting with your teammates at least once a week, if not more. However, you are expected to be the 'driver' behind your own work ethic and you are therefore responsible for your progress and for your learning. We expect you to take extra steps, to do extra research, to figure things out, be creative, and



# What to Expect in ICON

to help the first year students on your team. Though you will be made aware of our expectations for the 'bare minimum' on an assignment, we expect you to exceed those and to innovate, be creative, and think for yourself. We expect that you will create a dialogue with your instructors, discuss expectations and assignments, check in regularly, and work as a contributive member of the ICON team.

## General Expectations

The ICON program was designed with a 0.5 credit weight in mind. Some of you will be enrolled in courses with a different credit weight and will have negotiated different expectations as a result. Most of you are enrolled in a course with a 0.5 credit weight. Generally, at the University of Guelph, this translates to an expectation of 10-12 hours of deliberate and productive work per week ([click here for the undergraduate calendar](#)). If you notice that you are not fulfilling this expectation, please meet with your instructors to discuss strategies.

We expect you to become familiar with the University of Guelph grading policy ([click here for the undergraduate grading policy](#)). Here it is clearly stated what the expectations are in accordance with each letter grade. For example, an assignment evaluated at 80% or higher has the following attributes:

***80 - 100 (A) Excellent. An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.***

If you find yourself at risk of not achieving your goals, please make sure that you seek help from any of your ICON instructors. If you are prepared to make the effort, we will be delighted to help you.





## Section 5

# The ICON Approach

ICON is quite different to most of the other project courses because we do not ask you to focus on a specific thing that you will build or do. Instead, we will spend most of our time learning about the problem. We will challenge you to understand a system at the level of both proximate and ultimate problems. It is only when we fully grasp the problem that we are able to innovate impactful solutions. Oftentimes projects fail, not because the thing that was being built wasn't built, but because it failed to solve the problem.

An (outrageous, we think) example of this related to food insecurity comes from Florida. Take a moment to read ***How Not To Solve A Problem***.

Once we strip away the likely layers of racism, and social injustice, we can appreciate the disconnect between the actual problem (food insecurity of marginalized members of society) and the 'solution' (displacement of these food insecure people).

In ICON, we want you to really focus on the actual problem. This way, you are building resilience into your team's work. If, for some reason your solution doesn't pan out, you've got a solid problem foundation upon which to build another solution.

## How Not To Solve A Problem

Since January, 2013, 22 cities have passed legislation banning the sharing of food. This effectively makes it illegal to engage in activities that would provide food to homeless individuals. The idea is based upon the principle of "If you want the bears to go away, don't feed the bears" as was stated by the Key West Commissioner Tony Yaniz.

This example is based upon an article by [Kriston Capps, Nov 17, 2014](#).



# The ICON Approach

## To Pave or Not to Pave

An office building owner called a local engineering company to contract them to build a larger parking lot. This was an expensive prospect because of the downtown location of the building. But the owner had to bite the bullet because her employees were frustrated, starting shifts late, and there was a decrease in monthly productivity measures.

The engineer asked if she could have an extra week added to the contract to really study the problem. Reluctantly, the owner agreed, feeling as though she had already figured out what was wrong.

The engineer spent the extra week interviewing employees at all levels, from the temporary positions to management. She compiled all of her data and sent the final report to the owner by the end of the week.

"Don't pave another parking lot, stagger the shifts by an hour such that some employees are already gone by the time others need to arrive. This will free up space in your lot."

If you spend most of your time working on the problem, you should have dozens of potential solutions from which to choose.

Another classic example comes from the world of civil engineering. Take a moment to read ***To Pave or Not to Pave***.

Here we have an example where an appropriate solution to a well-defined problem was identified. No paving required.

In ICON we will be focusing on that 'extra engineering week'. We want you to understand that there are many levels to a problem and we want to prevent you from getting fixated on one level such that you can only see one solution.

We want you to be 'married to the problem' and not to the solution.



## Section 6

# Advice From ICON Alumni

Despite all of our recommendations and advice, it's probably best to learn from the experiences of students who have already taken part in the ICON classroom.

The following quotes have been pulled directly from the ICON feedback surveys, and are presented to give you a better understanding of some of the challenges and opportunities that the classroom provides.

In particular, we asked the ICON alum to provide advice to future students about the work they had to do.

The final essay was all about the "problem" we are addressing. During the semester, we are encouraged to dig and really understand the problem. So, I should have been drafting my essay the whole way through the semester, and then the last week would have only been a matter of polishing it up.

- Emma, 2017





# Advice From ICON Alumni

I think my group wasted a lot of time initially because we were unprepared for the amount of work that needed to be done on our own and we didn't take initiative until the assignment deadlines began to creep up on us.

- Ryan, 2016

It was a pretty big jump for me to adapt to such a new type of learning. When we had assignments, no rubric was provided. This aspect had both positive and negative sides, as it pushed students out of their comfort zone and drove us to take initiative, become independent and take on leadership roles we otherwise would not have seen an opportunity for. The downside was that this was such a contrast to our usual course experiences, it took a while for many to adapt and finally take the reins.

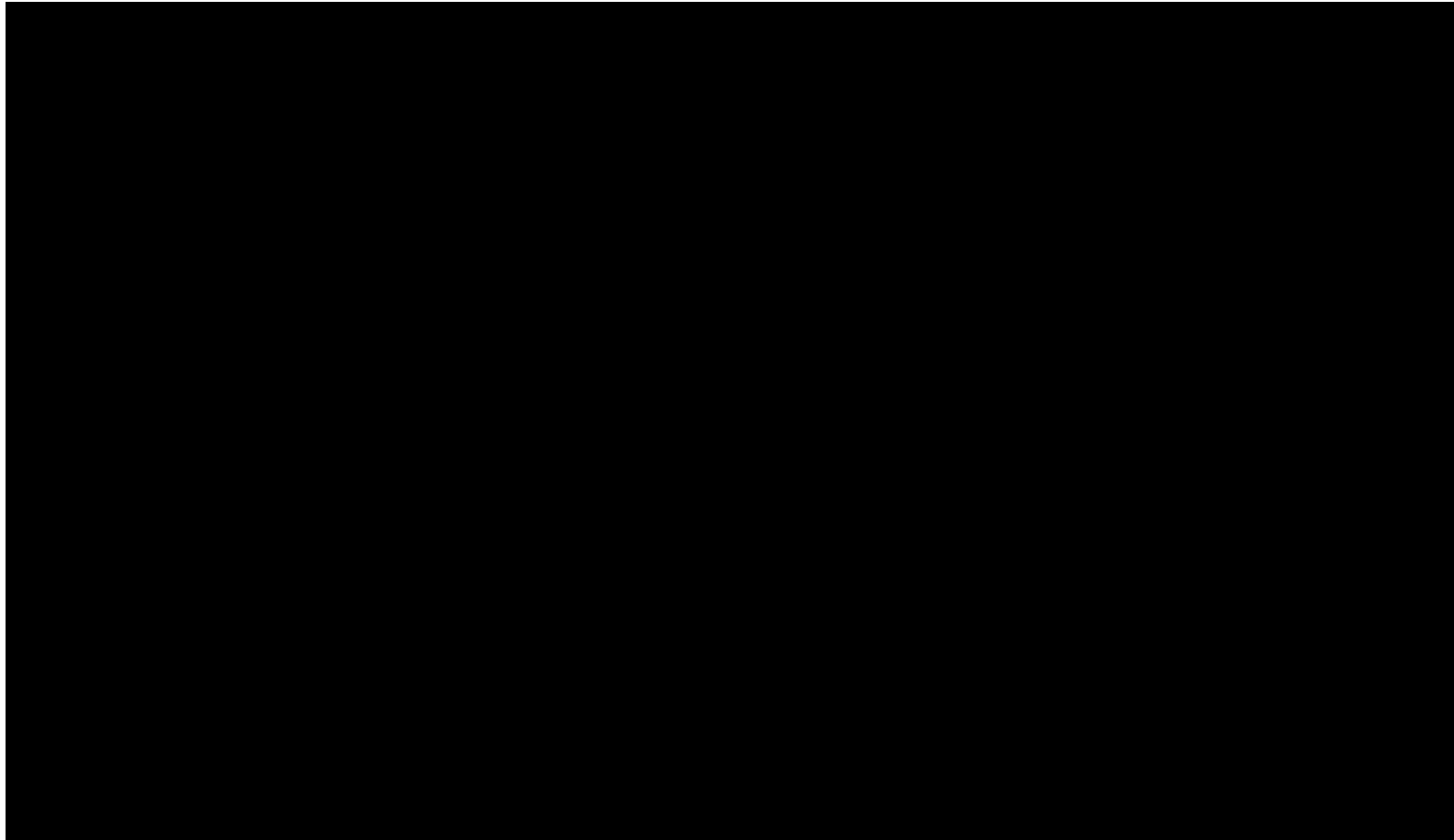
- Amanda, 2015





# Advice From ICON Alumni

## Movie 1.2 Feedback from Connor



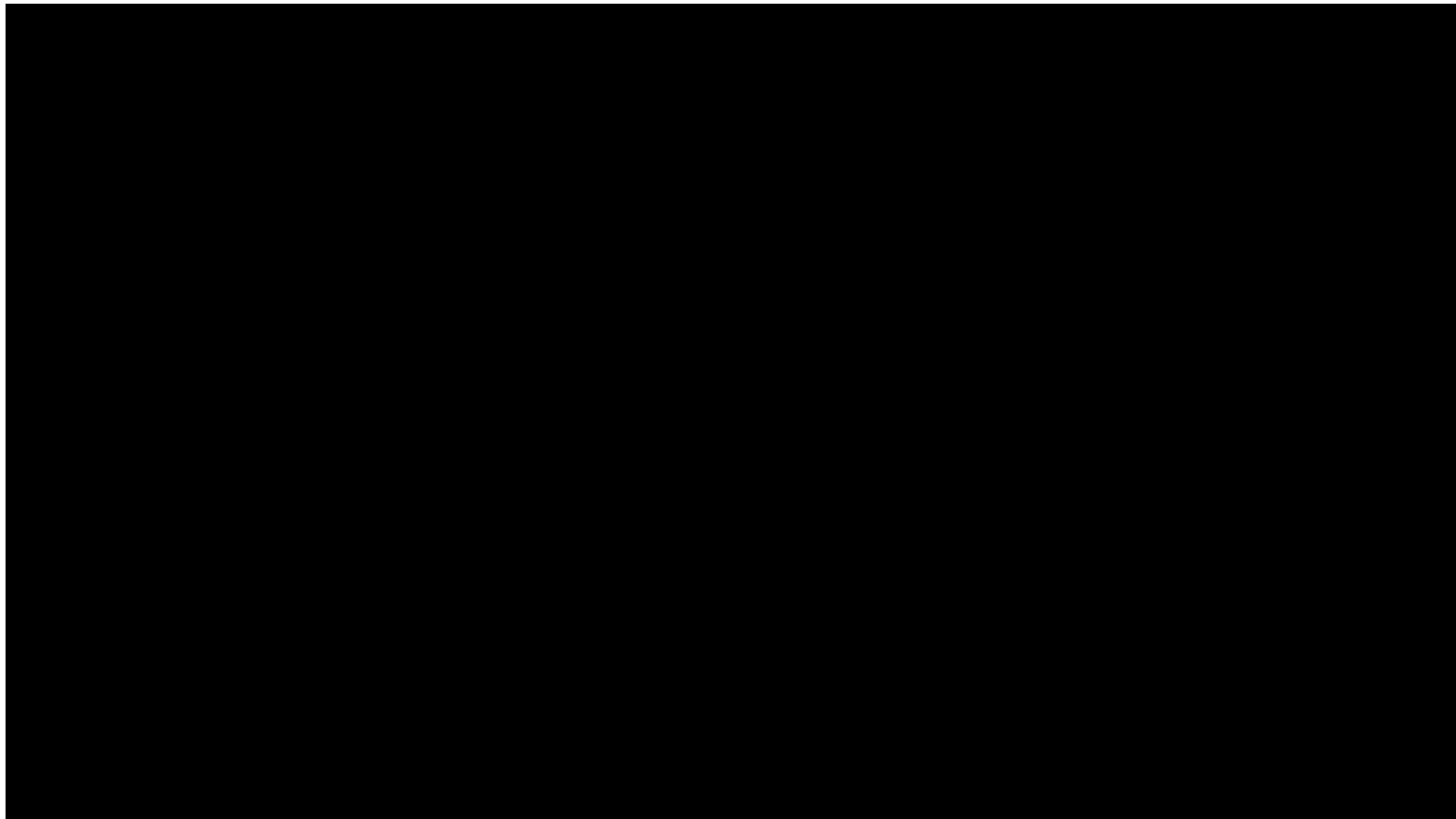
*"This will definitely help me in the long run, in my career" - Connor, Computer Science Student, University of Guelph*





# Advice From ICON Alumni

## Movie 1.3 Feedback from the ICON Alum

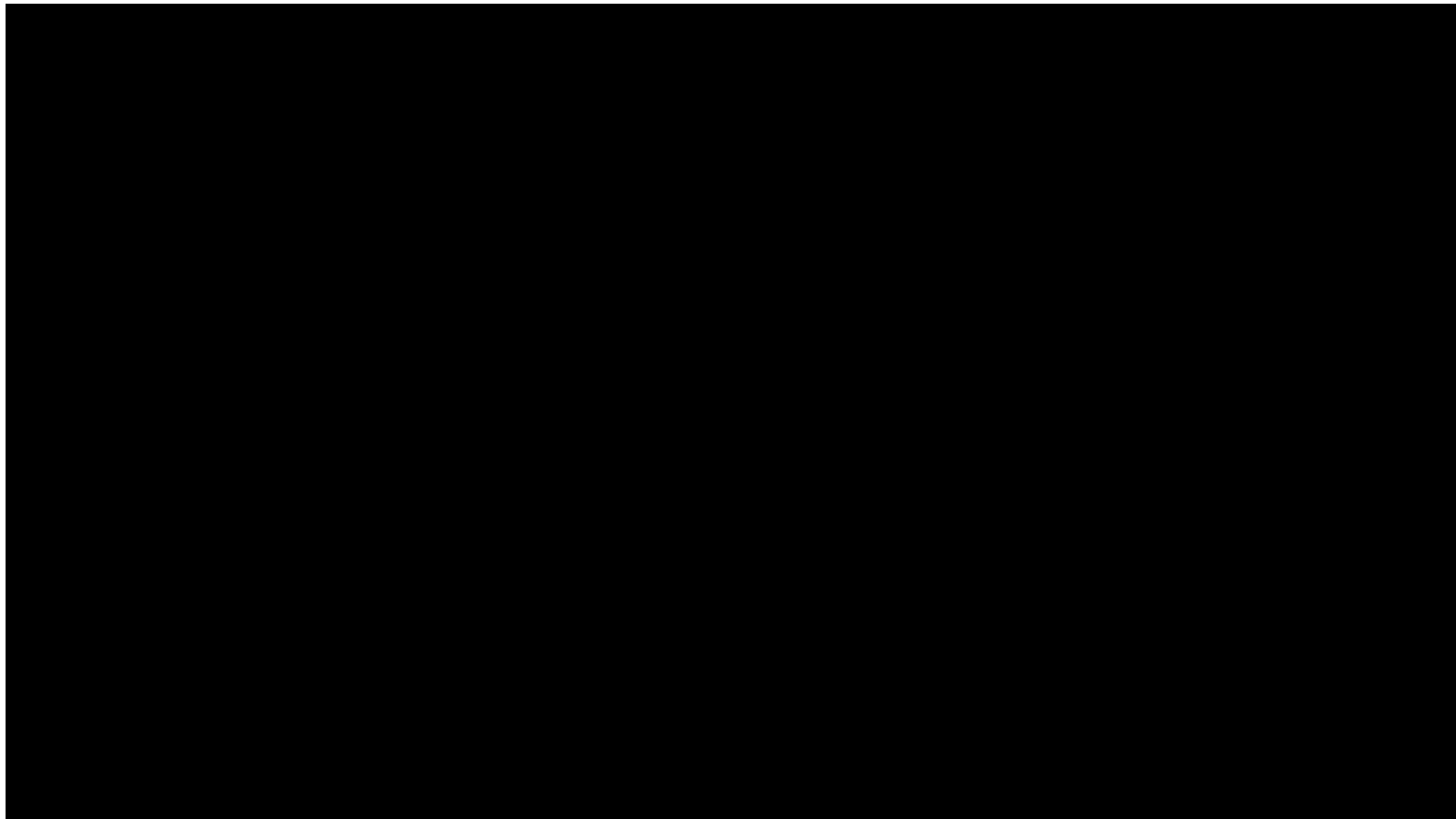


*“Unlike any other course” - Jocelyn, Environmental Governance Student, University of Guelph*



# Advice From ICON Alumni

## Movie 1.4 Feedback from the ICON Alum



*“A hotbed of support for student changemakers” - Lyon, Integrative Biology Student, University of Guelph*

## Section 7

# How to Use this Manual

It's simple!

This manual is organized by week. Your instructors and your fellow students will expect that you have read and completed all the required readings and assignments for the week in advance of attending class. That way, we will be on the same page, so to speak, and our progress during valuable class time will be swift.

Sometimes the prep required will take only a few minutes, other times a couple of hours.

It is expected that you will plan accordingly. If you spend most of your time working on the problem, you should have dozens of potential solutions from which to choose.

In the following section, you'll find components of the formal course outline. Should you have any questions about this (or anything related to the course), please don't hesitate to contact us. And be sure to check out the full course outline that is available on the course website.





# Course Outline

**COURSE OUTLINE: FALL 2017**  
**UNIV\*4200 IDEAS CONGRESS**  
**UNIV\*1200 FEEDING 9 BILLION**

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**CREDIT WEIGHT: 0.5**  
**SEMESTER: FALL 2017**  
**LOCATION: MACDONALD HALL 149**  
**TIME: WEDNESDAYS, 5:30-7:20**

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**GTA: SHANTHANU KRISNAKUMAR**  
**EMAIL: [SHANTHAN@UOGUELPH.CA](mailto:SHANTHAN@UOGUELPH.CA)**  
**OFFICE HOURS: MONDAYS 12-12.30**  
**LOCATION: BOVEY 3114**

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**GRA: LUCAS BRAMBERGER**  
**EMAIL: [LBRAMBER@UOGUELPH.CA](mailto:LBRAMBER@UOGUELPH.CA)**

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## Course Description

Today's food system is in many ways flawed, but these numerous shortcomings simultaneously present opportunities for change and improvement. ICON applies the power of collaboration and student innovation to solve real-life food-systems problems.

It is a deeply project-based learning environment where students are mentored in creating projects that positively influence their community. With a focus on career-readiness, ICON teaches students valuable interpersonal, team, and communication skills, while fostering innovative ideas for today's most pressing challenges.

ICON partners students and faculty at the University of Guelph, with community groups. The partnership introduces students to broad real-world challenges (e.g. food insecurity, food waste etc.), and provides students with access to expertise from across campus and from the community.

The ICON class combines students from all disciplines with a cohort of 18 first-year seminar students to create a unique learning environment. Working across disciplines, students in this course learn the skills of innovation and social entrepreneurship to develop creative solutions to food security issues, ultimately becoming the next generation of change-makers.



# Course Outline

## Course Content

ICON instructors will take a student-centered, active-learning approach to teaching the principles of the innovation process and knowledge translation and transfer. Therefore, there will be no lecturing.

Students will be provided with an outline of expectations for each of the assignments and the final reports and presentations. There will be no 'rubric' that limits a student's ability to be innovative and creative. It is expected that students will be creative in how and which resources they access to complete the assignments and that they will seek out guidance from instructors when needed. Students are expected to take an active role in their learning, to participate in activities, to take intellectual risks, and to support others in doing the same.

## Learning Outcomes

- Formulate effective knowledge translation strategies and create meaningful knowledge transfer pathways for a general audience.
- Evaluate a variety of knowledge mobilization access points and reflect on their benefits and disadvantages.
- Develop an innovative solution to a contemporary community problem
- Recognize, respect, and effectively communicate to all members of our community
- Identify discipline specific biases, and the impact these have on problem solving

# Course Outline

Assignment or Test	Due Date	% of Final Grade
Assignment 1: Sources of Knowledge	September 29 <sup>th</sup> 2017, 23:59 Due in Dropbox	15
Feeding 9 Billion Challenge	Sept 23-24 <sup>th</sup> 2017 Attendance at full event is mandatory	5
F9B Challenge Pitches	September 24 <sup>th</sup> 2017	10
Assignment 2: Team Work Contract + Meeting Minutes	October 3, 2017, 23:59 Due in Dropbox	5
Midterm Presentations	October 18 <sup>th</sup> , 2017, 12:00 noon Slides due by Noon Oct 18 <sup>th</sup> via email to <a href="mailto:lbramber@uoguelph.ca">lbramber@uoguelph.ca</a> Presentation will take place in that evening's class at 5:30-8:30	10
Assignment 3: Critical Feedback	October 25, 2017, 23:59 Due in Dropbox	15
Assignment 4: Final Paper	December 1, 2017, 23:59 Due in Dropbox	25
Final Presentations	November 29, 2017, 12:00 noon Slides due by Noon Nov 29 <sup>th</sup> via email to <a href="mailto:lbramber@uoguelph.ca">lbramber@uoguelph.ca</a> . Presentations take place in the evening of the last class, Nov 29 <sup>th</sup>	15
Competition Application	November 29, 2017, 12:00 noon Due by email to <a href="mailto:lbramber@uoguelph.ca">lbramber@uoguelph.ca</a> along with slides (above)	





# Course Outline

## Individual Assessment

- Participation at Challenge Weekend (5%)
- Assignment 1: Sources of Knowledge (15%)
- Assignment 2: Quality, constructive feedback provided to other groups on midterm project presentations (15%)
- Final research essay drawing on academic literature, outlining the problem and explaining the innovative project developed over the term to address this problem (25%)

## Group Assessment

- Pitch presentation at the end of the Feeding 9 Billion Challenge Weekend (10%)
- Work Contract and regular Meeting Minutes (5%)
- Midterm presentation: Your group will present your project and the progress you have made on it since the initial pitch at the F9B Challenge Weekend. You will receive constructive feedback on from the other groups (10%)
- Final submission: a complete, quality pitch, application, or other relevant submission to the group's chosen external competition (and a Final Presentation about it to the class & community). (15%)



# Course Outline

## Course Resources

*ICON Handbook* (this thing you're reading!)

The ICON Handbook will be available online and in print. It is organised by week. Your instructors and your fellow students will expect that you have read and completed all the required readings and assignments for the week in advance of attending class. Sometimes the prep required will take only a few minutes, other times a couple of hours. It is expected that you will plan accordingly.

## Course Policies

*Written assignments:* All written assignments must be submitted to Dropbox.

*Presentations:* Slides and materials for presentations must be emailed to [lbramber@uoguelph.ca](mailto:lbramber@uoguelph.ca) in advance of the presentation.

*Midterm presentations:* email by noon on October 18th

*Final Presentations:* email by noon on November 29th

## Late Assignments:

- All late assignments will be subjected to a penalty of 2% per day.
- No late assignments will be accepted after 7 days beyond the assignment deadline. The Dropbox will close and any assignment not submitted will receive a mark of 0.
- For Assignment 3 ("Feedback for Peers"), the Dropbox will close 36 hours after the assignment deadline. If the assignment is not submitted by October 27th at noon, the student will receive a 0 for Assignment 3.

## Grading Policies

A 0.5 credit class translates to an expectation of 10-12 hours of deliberate and productive work per week (see undergraduate calendar for details). If you notice that you are not fulfilling this expectation, please meet with your instructors to discuss strategies.



# Course Outline

We expect you to become familiar with the University of Guelph grading policy. It clearly states the expectations associated with each letter grade. For example, an assignment evaluated at 80% or higher has the following attributes:

80 - 100 (A) Excellent. An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

If you find yourself at risk of not achieving your goals, please make sure that you seek help from any of your ICON instructors. If you are prepared to make the effort, we will be delighted to help you.

## **Course Policy on Group Work**

ICON heavily emphasizes group work. To maximize the potential for your teamwork to run smoothly, you are expected to produce a Work Contract (Assignment 2) and update this throughout the

semester. You are also required to take notes (Meeting Minutes) whenever your group meets. These notes will not be graded, but one member of your group is required to submit them each week. Please refer to the ICON Manual for full details.

## **Course Policy regarding use of electronic devices and recording of lectures**

Photography in the class is permitted, and photos may be shared on social media for the purposes of sharing about the class to external community, to other universities, and to potential future students. Photos may also be used for internal reports about the class, and for any marketing materials. If any student does not wish to have their photograph taken and/or shared, they are invited to tell any of the instructors, and their wishes will be respected.

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.





# Course Outline

## University Policies

### *Academic Consideration*

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration: Academic Consideration, Appeals and Petitions

### *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.

## Accessibility

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



# Course Outline

commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the Student Accessibility Services Website

## *Course Evaluation Information*

We will give you time in the second-to-last class to fill our course evaluations online here.

It cannot be stressed enough: we truly invite your feedback throughout the semester. Please don't wait until the end of the course!

## *Drop date*

The last date to drop one-semester courses, without academic penalty, is November 3rd 2017. For regulations and procedures

for dropping courses, see the Schedule of Dates in the Academic Calendar.

## *Additional Course Information*

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. 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.

A photograph of several students sitting on the floor in a classroom or meeting room. In the foreground, a woman with long brown hair and glasses is looking down at a paper. To her right, a man in a dark blue shirt is also looking down. Other students are visible in the background, some sitting and some standing. A whiteboard is visible on the left side of the image with a list of categories: Groceries, Household, Restaurants, Individuals, Farms, Recreation, Technology, and Cars.

# Course Outline

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing 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.