Political Science 224 - A1: Canadian Government
Fall 2015

Tuesdays and Thursdays, 09:30 - 10:50, in SAB 325

Course Instructor: Professor Linda Trimble
Office: 12-26 HM Tory Bldg.
Office phone: 780 492 0957
e-mail: ltrimble@ualberta.ca
Office hours: Tuesdays from 11-12, or by appointment

“Canadian Government” - sounds boring, right? Think again. Canadians might elect a new federal government on October 19th, and if the pollsters are right the NDP could win power for the first time. We might even see a coalition between two or more parties: imagine! But how many people will actually vote? After all, citizens are increasingly tuned out and turned off by politics, perhaps with good reason. The Senate is beset by scandal, trust in elected representatives is at an all-time low, and the state of parliamentary institutions has been called a tragedy. This term we’ll explore the heath of Canadian democracy while following the election campaign and learning about Canada’s constitutional framework and governing institutions. We will address questions like: How do our political processes actually work? If they don’t work, can we fix them? Maybe. There are rules for the “game” of governance in Canada, some of them set out in the constitution. Recently the Supreme Court said the Harper government’s plan to revamp the Senate can’t happen because it violates the understandings set out in the Constitution Act, 1867. So, what do these rules mean for the actions and policy goals of federal, provincial and Indigenous governments? How are your rights and freedoms shaped by the constitution? In other words, why should you care about how government works in Canada?

Pre-requisite: POLS 101. Students must have completed POLS 101 or its equivalent before registering in this course.

Note: Canadian politics was previously a full-year course, POLS 220. It has now been split into two half-year courses, POLS 224 (Canadian Government) and POLS 225 (Canadian Politics).

Completing this course fulfills a core requirement for POLS majors. Plus it is designed to:

- Provide an introduction to the most important aspects of the Canadian political system;
- Stimulate interest in Canadian political issues;
- Facilitate critical understanding and evaluation of democratic politics in Canada;
- Offer a forum for debate and discussion of alternative ideas, theories and viewpoints;
- Develop skills necessary for researching and writing political science assignments.
So what do you get out of it? After completing the course, you will be prepared to:

- Access relevant original and secondary source material from electronic databases and journals;
- Define and apply relevant concepts to the real world of Canadian politics;
- Develop and defend positions on Canadian political issues;
- Debate issues and ideas with enthusiasm, respect and intellectual ingenuity.

**HOW IT WORKS**

I will give lectures, and yes there will be Powerpoint slides, posted in advance on e-class. Don’t expect me to repeat what’s in the textbook. That would be tedious. Instead, I expand on the ideas provided by the text, introduce additional information and conceptual frameworks, and offer lots of examples (sometimes with a little help from Rick Mercer, who is pretty savvy about Canadian politics). Occasional guest-speakers will give their views on how Canadian politics really works. You will also have an opportunity to discuss and debate contemporary political issues, especially the election, in a smaller group setting.

**COURSE TEXTS** (available from the University Bookstore)


- Linda Trimble. 2015. *Canadian Political Debates*. Nelson Education Custom Publishing. *(Note: This is a custom collection of book chapters. I'm not actually the author, but my name is being used for shelving purposes, so you can find it in the bookstore.)*

**COURSE REQUIREMENTS AT A GLANCE**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date/exam date</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar participation</td>
<td>(See class schedule for seminar dates)</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>Tuesday, 13 October, in class</td>
<td>20%</td>
</tr>
<tr>
<td>Election assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project proposal</td>
<td>Due date: Thursday, 1 October</td>
<td>15%</td>
</tr>
<tr>
<td>Project paper</td>
<td>Due date: Thursday, 19 November</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>Thursday, 17 December, 0900 - 1200</td>
<td>25%</td>
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</tbody>
</table>

Students should note that in all but exceptional situations all components of the course must be completed to receive a passing grade. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar.

**Recording of Lectures:**

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

**Note:** “Policy about course outlines can be found in Section 23.4(2) of the University Calendar.”
What I expect from you: Please

- Attend class regularly and arrive promptly;
- Turn off or mute cell phones. If you need to be available to family members or equivalent, please let your me or seminar instructor know in advance of the class);
- Complete the required readings before they are discussed in class;
- Always act in a respectful way towards your classmates and guest speakers;
- Approach the course material with an open mind and a willingness to engage with different ideas and opinions.

What you can expect from me: I will

- Welcome and respect your diversity of ideas and interests;
- Be available before and after class, during office hours and via e-mail for consultations about any aspect of the course. Do not hesitate to contact me whenever you have questions or concerns;
- Grade assignments promptly. I aim for a 2-week turn around, but it depends on the class enrollment. You can expect your assignments back within 3 weeks.

DETAILS ABOUT COURSE REQUIREMENTS

Seminar Attendance and Participation  (worth 10% of the overall course grade)

The class will be divided into three small discussion groups, meeting six times over course of the term. See the detailed class schedule for dates and topics. Because I want to get to know everyone in a more informal setting, the teaching assistants and I will rotate through the groups. I’ll post discussion questions, occasional additional readings and reading tips on e-class one week in advance of these sessions. You are responsible for consulting these materials, completing the readings and assignments, and thinking through your answers to discussion questions.

Here’s how the grading works:

- Participation grades are based on the amount and quality of participation. Arriving on time, being attentive to what your classmates have to say, and offering insightful comments will boost your grade.
- If you are absent without a valid excuse, you will receive an F (0) for that seminar.
- If you attend, your grade will range from D (1.0) for attendance with no participation to A (4.0) for respectful participation that demonstrates you have completed and critically analyzed the readings, thought carefully about the discussion questions, and completed any assignments.

You will get a mid-term participation grade after the first 3 seminars, so you can see how you’re doing and recalibrate accordingly.

Mid-term exam  (worth 20% of the overall course grade)

Date:  Tuesday, 13 October 2014, in class (0930 - 1050)

A test on the material covered up to 8 October will be held in class on Tuesday, 13 October. It will take the form of short answer and short essay questions. Exam tips and study questions will be provided in class.
Election Research Assignment (worth 45% of the overall course grade, and completed in two stages)

Stage One: Proposal (about 6-7 pages) - identifying your topic, research question, method and sources (15%).
Stage Two: Paper (10-12 pages) - a final report of your findings, argument, and analysis (30%).

It’s rare to have an election campaign during the academic term, so this two-part assignment is designed to capitalize on the opportunity Canadian Election 2015 represents. You’ll design and execute a research project about any aspect of the election that strikes your fancy. Want to compare party platforms on a specific issue? Analyze campaign ads? Consider how the electoral system distorted the vote? Scrutinize how the party leaders presented themselves on Facebook or Twitter? Examine the impact of party finance rules, or reflect on how the Fair Elections Act shaped access to voting? Assess how well candidates for office represent Canada’s demographic diversity? Or maybe you want to think ponder what the outcome means for some aspect of Parliamentary government, the democratic deficit, regionalism, Quebec nationalism or Indigenous self-determination, or Charter citizenship? All of these topics, and more, are fair game: the only requirement is that your analysis must touch on the election campaign in a concrete way. If your topic is not obvious, please be sure to clear it with me before getting started on the project proposal.

Detailed information, instructions and tips, plus grading rubrics for both components, can be found on e-class under the assignments section. The file is called “Election Project Instructions”.

Final Examination (worth 25% of the overall course grade)

Exam Date and Time: Thursday, 17 December 2015, 0900 – 1200, in the regular classroom.

The exam must be taken at this time and will not be rescheduled to accommodate travel arrangements. A valid emergency or medical excuse is required for a deferral to be approved.

The exam will officially be three hours in length, though I’ll design it so three hours is more than enough time to get the job done. You’ll answer short and long essay questions based on the material covered during the term. Everything we have covered is fair game, though the focus will be on material discussed after the midterm. On the last day of class you will receive a complete list of study questions, tips and instructions.

Access to Representative Course Material

Expectations for the written assignments will be discussed in class and detailed instructions provided on e-class. Exam study questions will be provided in advance of the exams. Also, I’ll give clear guidance as to expectations, as well as exam writing tips.

GRADING AND LATE PENALTIES

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.
Late Penalties

Written assignments are due in the Political Science main office, Tory 10-16, by 4:00 pm. You may not submit your assignments electronically unless you have a good reason (above and beyond convenience) and have secured my permission in advance of the due date. For all assignments handed in late there is a penalty of one letter grade per day, with weekends counting as 2 days. Thus, an A- paper that is 2 days late will receive a grade of B. If you are ill and must miss a seminar or assignment due-date, please contact me with an explanation and/or relevant documentation so that you won’t be penalized for your absence.

But - everyone gets a grace period of two days, because stuff happens. You can use the two days for one of the papers, or give yourself one day’s grace for each of the two written assignments.

All grading is based on the 4-point grading scheme presented below. For each assignment you will receive a letter grade and be informed of its point value. I will not ‘curve’ or adjust final grades according to any preset formula.

Grading scheme

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below (“Political Science Department Undergraduate Grading Scale”). The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Grade Definition</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Strong evidence of original thinking; clear capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; superb writing and organizational skills.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Good to very good</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Evidence of strong grasp of subject matter; indication of critical capacity and analytic ability; understanding of relevant issues; evidence of familiarity with literature; strong writing and organizational skills</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Minimally satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Illustrates partial understanding of the subject matter; demonstrates an ability to develop solutions to simple problems in the material; writing and organization skills need improvement.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Marginal</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Limited familiarity with the subject matter; insufficiently developed critical and analytic skills; writing and organizational skills are weak.</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Inadequate</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; poor writing and organization skills.</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td></td>
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<tr>
<td>F</td>
<td>0.0</td>
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# POLS 224 A1, Fall 2015: Detailed Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Format</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td><strong>September</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tuesday, 1 Sept</td>
<td>Lecture</td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td>Thursday, 3 Sept</td>
<td>Lecture</td>
<td>Rules of the game</td>
<td>Telford, Ch. 1</td>
</tr>
<tr>
<td>Tuesday, 8 Sept</td>
<td>Lecture</td>
<td>Democracy</td>
<td>Telford, Ch. 12, 239-47</td>
</tr>
<tr>
<td>Thursday, 10 Sept</td>
<td>Lecture</td>
<td>The executive: Crown</td>
<td>Telford, Ch. 5</td>
</tr>
<tr>
<td>Tuesday, 15 Sept</td>
<td>Lecture</td>
<td>The executive: Prime Minister and cabinet</td>
<td></td>
</tr>
<tr>
<td><strong>Thursday, 17 Sept</strong></td>
<td>Seminar</td>
<td>Is the PM too powerful?</td>
<td>Debates, Issue #3, 43-74</td>
</tr>
<tr>
<td>Tuesday, 22 Sept</td>
<td>Lecture</td>
<td>Political parties: Rules and roles</td>
<td>Telford, Ch. 3</td>
</tr>
<tr>
<td><strong>Thursday, 24 Sept</strong></td>
<td>Seminar</td>
<td>What do Canadian parties stand for?</td>
<td>Telford, Ch. 2, 13-19</td>
</tr>
<tr>
<td><strong>E-class</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, 29 Sept</td>
<td>Lecture</td>
<td>Parties &amp; electioneering - candidates</td>
<td></td>
</tr>
<tr>
<td><strong>October</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Thursday, 1 Oct</td>
<td>Lecture</td>
<td>Elections, part 1</td>
<td>Telford, Ch. 4</td>
</tr>
<tr>
<td>Wednesday, 6 Oct</td>
<td>Lecture</td>
<td>Elections, part 2</td>
<td></td>
</tr>
<tr>
<td><strong>Thursday, 8 Oct</strong></td>
<td>Seminar</td>
<td>Should Canada change its electoral system?</td>
<td>Debates, Issue #4, 78-109</td>
</tr>
<tr>
<td><strong>Tuesday, 13 Oct</strong></td>
<td>Exam</td>
<td>Mid-term exam, in class</td>
<td></td>
</tr>
<tr>
<td><strong>Thursday, 15 Oct</strong></td>
<td>Seminar</td>
<td>Election analysis, predictions, etc.</td>
<td>E-class</td>
</tr>
<tr>
<td>Tuesday, 20 Oct</td>
<td>Lecture</td>
<td>Election wrap-up</td>
<td></td>
</tr>
<tr>
<td>Thursday, 22 Oct</td>
<td>Lecture</td>
<td>Parliament - House of Commons</td>
<td>Telford, Ch. 6</td>
</tr>
<tr>
<td>Thursday, 27 Oct</td>
<td>Lecture</td>
<td>Parliament - Senate</td>
<td></td>
</tr>
<tr>
<td><strong>Thursday, 29 Oct</strong></td>
<td>Seminar</td>
<td>What's better - majority or minority gov'ts?</td>
<td>Debates, Issue #2, 15-42</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, 3 Nov</td>
<td>Lecture</td>
<td>Nationalism, diversity and federalism</td>
<td>Telford, Ch. 2, 19-27</td>
</tr>
<tr>
<td>Thursday, 5 Nov</td>
<td>Lecture</td>
<td>Quebec nationalism &amp; the patriation process</td>
<td>Telford, Ch. 8</td>
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</tbody>
</table>

**Fall Term Reading Week - no classes from November 10 - 13**

<table>
<thead>
<tr>
<th>Date</th>
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<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 17 Nov</td>
<td>Lecture</td>
<td>Canada's constitutional sagas</td>
<td>Telford, Ch. 10</td>
</tr>
<tr>
<td>Thursday, 19 Nov</td>
<td>Lecture</td>
<td>Indigenous nationalism &amp; Sec. 35</td>
<td>Telford, Ch. 11</td>
</tr>
<tr>
<td>Wednesday, 19 Nov</td>
<td>Paper</td>
<td>Paper due today</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 24 Nov</td>
<td>Lecture</td>
<td>Citizenship and the Charter</td>
<td>Telford, Ch. 9</td>
</tr>
<tr>
<td><strong>Thursday, 26 Nov</strong></td>
<td>Seminar</td>
<td>Is the Charter of Rights Undemocratic?</td>
<td>Debates, Issue #1, 1-15</td>
</tr>
<tr>
<td><strong>December</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, 1 Dec</td>
<td>Lecture</td>
<td>Democracy in Canada: Time for reform?</td>
<td>Telford, Ch. 12</td>
</tr>
<tr>
<td>Thursday, 3 Dec</td>
<td>Lecture</td>
<td>Final exam review</td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam** - Thursday, 17 December - 0900 - 1100, in the regular classroom
Learning and working environment
The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:
- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.
For additional advice or assistance regarding this policy you may contact the Student Ombuds Office: (http://www.ombudservice.ualberta.ca/). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110.

Academic Honesty:
All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

Student Accessibility Services:
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

FEELING OVERWHELMED? (In need of student, social, financial or security services?)
The Student Distress Centre listens, offers support, supplies information and provides services:
- Call: 492-HELP (492-4357)
- Drop in: 030-N in the S.U.B.
- Visit: www.su.ualberta.ca/sdc
- Chat: www.campuscrisischat.com/

LEARNING AND WRITING SUPPORT
Students looking to improve their essay writing or study habits are encouraged to visit the Student Success Centre at 2-300 Students Union Building. The SSC exists to help students maximize their educational experience. The writing resources staff provide workshops and one-on-one sessions with students, for a small fee. Visit the website at: www.uofaweb.ualberta.ca/academicsupport/writingstaff.cfm

Academic Integrity
“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism,
misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

PLAGIARISM AND CHEATING
All students should consult the “Truth-In-Education” handbook or website (http://www.uofaweb.ualberta.ca/TIE) regarding the definitions of plagiarism and its consequences when detected. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs, consult http://www.uofaweb.ualberta.ca/TIE. Also discuss this matter with any tutor(s) and with the instructor.

EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
(UPDATED EFFECTIVE APRIL, 2008)

30.3.2(1) Plagiarism
No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating
30.3.2(2) a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.
30.3.2(2) b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6 (4).
30.3.2(2) c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.
30.3.2(2) d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2) e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts
No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

30.3.6(5) Participation in an Offence
No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (T*I*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behavior. There are helpful tips for Instructors and Students.

Please take the time to visit the website at: http://www.ualberta.ca/tie
Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit [http://www.governance.ualberta.ca/](http://www.governance.ualberta.ca/)

**NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE**

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

### 30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

### 30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

Cheating (Continued)

30.3.2(2)c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

More information can be found at: [http://www.osja.ualberta.ca/en.aspx](http://www.osja.ualberta.ca/en.aspx)
### Procedures for Instructors Regarding

**Plagiarism, Cheating,**

**Misrepresentation of Facts and Participation in an Offence**

The following procedures are drawn from the *Code of Student Behaviour* as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

#### 30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

**30.5.4(1)** When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

**30.5.4(2)** If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The Instructor may also include a recommendation for sanction.

### Possible Sanctions

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

- 30.4.3(2) a.i a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
- 30.4.3(2) a.ii Reduction of a grade in a course
- 30.4.3(2) a.iii a grade of F for a course
- 30.4.3(2) a.iv a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
- 30.4.3(3) b Expulsion
- 30.4.3(3) c Suspension

The following sanctions may be used in rare cases:

- 30.4.3(3) e Suspension of a Degree already awarded
- 30.4.3(3) f Rescission of a Degree already awarded

### 30.6.1 Initiation of an Appeal

**30.6.1(1)** When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

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**Professor Steven Penny**  
**Chair, Campus Law Review Committee**

**Dr Steven Dew**  
**Provost and Vice-President (Academic)**

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* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the *Code of Student Behaviour* and of student disciplinary procedures.

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