COURSE DESCRIPTION

Political Science 499 is the required capstone course for fourth year honors students in Political Science. The core purpose of the course is to support students in writing their honors essays by creating opportunities for them to discuss research and writing challenges and workshop their ideas and drafts of their work. The seminars are also an opportunity to build on POLS 399 by providing a forum for further reflection on the processes of academic research and writing. Finally, some seminar time may be dedicated to addressing professional development issues associated with preparing for graduate studies and relevant career opportunities.

PREREQUISITE: POLS 399. Students who have not taken POLS 399 should not register in POLS 499 without permission of the instructor.

CLASS FORMAT

POLS 499 will be conducted as a seminar course, allowing for instructor-facilitated student-centred discussions, informal and formal class presentations, and workshop-style discussions. For this sort of participatory learning to be successful, students must show respect for one another and create an environment in which everyone is willing to discuss their work, share their views, and participate in discussion.

CONSULTATIONS WITH INSTRUCTORS (AKA, “Office Hours”)

While I do not have regular office hours, I am committed to being available to students. Please e-mail, phone, or stop by my office whenever I can be of assistance.

COURSE TEXTS

While there are no required texts, students will be asked to read excerpts from their classmates' honors essays.
REQUIREMENTS AND EVALUATION

The course requirements are outlined below. As always, students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. If you are unable to complete a course requirement, please speak with the instructor to explore alternative arrangements. Policy regarding missed term work is outlined in Section 23.3(1) of the University Calendar. Policy regarding deferred final exams is in Section 23.5.6.

All work will be assigned a letter grade. The instructor will not ‘curve’ or adjust final grades according to any preset formula. Evaluation of the following course requirements will determine students’ grades:

- **Honors Essay Assignment: 70% of course grade.**
  
  Students must complete their honors essay and submit it to their supervisor by Friday, April 8, 2016. Students’ supervisors will grade this component of the course.

- **POLS 499 Seminar Participation: 30% of course grade.**
  
  Students are expected to actively participate in all activities associated with the POLS 499 seminar, including contributing to seminar and workshop discussions, making in-class presentations, and submitting written work as required. Here are some additional details regarding participation requirements:

  - **Honors Essay Work Plans:**
    All students will be expected to produce and submit a “work plan” by Tuesday, September 15. These work plans will be reviewed by the instructor, shared with supervisors, and discussed during small group workshops on Friday, September 18. Further details are provided below.

  - **Mini Research Proposals:**
    Students who have changed their honors essay topic since completing their essay proposal for POLS 399 will be expected to produce a “mini research proposal” by September 25. The mini proposals will be reviewed by the instructor and shared with supervisors. Students who complete a mini proposal will be asked to give a short informal presentation summarizing that proposal in class on September 25.

  - **Presentations & Workshops:**
    Each student will give two in-class presentations. The second presentation will be accompanied by a piece of written work that will be submitted and shared with the class one week prior to the presentation. Further details are provided below.

  - **Mini Conference Presentations:**
    Students will finish the year by presenting their honors essay at the annual Honors Class Mini Conference, which will be held on March 11 and 18. A
completed draft of your honors essay must be submitted by March 4 so that it can be reviewed by your discussant. Additional information will be shared with the class as the date of the conference approaches.

ASSIGNMENT DETAILS

Please read and follow the following instructions regarding your POLS 499 assignments.

HONORS ESSAY WORK PLANS

All students are expected to complete a work plan and submit it via e-mail to the instructor by Tuesday, September 15. The work plan should contain the following:

- Your Name
- Your Supervisor’s Name
- The title of your honors essay followed by the titles (likely still tentative) of the major sections/chapters of the essay.
- A paragraph or two summarizing your research plans. What topics and issues will you have to research? Do you have any plans for primary research? What do you expect to be your major research challenges?
- A thoughtfully constructed table summarizing when you will be completing different research and writing tasks.

On September 4 some class time will be dedicated to discussing the work plan assignment.

MINI RESEARCH PROPOSAL INSTRUCTIONS

All students who have changed their topic or made significant adjustments to the focus, research questions, or approach to be employed in their honors essay project should complete the mini research proposal. Mini research proposals should be submitted to the instructor via e-mail by September 25. Note that students will be asked to give a short informal presentation summarizing their mini proposal in class on September 25.

The mini proposals should be organized as follows:

1. **Tentative title:** Provide a tentative title. – This won’t be more than a handful of words in length.

2. **Research topic:** Your general area of inquiry. What do you plan to study and why does it interest you? – One sentence to a short paragraph in length.

3. **Research question:** The specific question or set of questions that will guide your research and be answered in your honors essay. You may wish to include a preamble of one or two sentences that provides some context to your question(s). If you have multiple research questions, be sure it is clear how they are related to one
another. Perhaps there is a primary question and a few secondary questions that need to be answered before tackling your primary question. – A sentence or two followed by a set of questions (using bullet points if you wish).

4. **Comment on existing literature:** While I will not require a literature review, please provide a comment on the literature you’ve encountered in your initial research. Has a lot been published that will be directly useful to you? Who are some of the leading scholars and researchers who are likely to influence your project? Are there clear perspectives or “schools of thought” engaged in a debate with one another? Do you have any research concerns? – A paragraph or two (or three or four) should be sufficient.

5. **Methodology:** Explain how you plan to answer your research question. What will be your core data sources (for example: Statistics Canada data, interviews, government documents, specific political theory texts, etc., and/or just a whole lot of secondary research)? What research method(s) will you make use of? Will you rely primarily on secondary research? Will there be opportunities for useful primary research? Would you describe your methodology as quantitative, qualitative, or a blend of the two? – A paragraph or two should be sufficient.

6. **Thesis Statement** – There’s no expectation that you will have crafted a well-developed thesis statement at this stage. But, please provide a short statement indicating what you expect will be your essay’s core argument. – One to five sentences will be sufficient at this stage.

7. **Essay outline:** How many sections or chapters do you anticipate? What is the goal of each of these? This section of your research proposal should indicate the tentative titles of each section/chapter, and provide a line or two indicating its role or purpose in the overall project. – Total length of this outline will be something close to a sentence or two for each section/chapter. You can use point form.

8. **Work plan:** Remember, a completed draft is required by March 4, and the final version of your honors essay must be submitted to your supervisor by April 8. Working backward from those dates, create a time line for completing your research and writing. – This can be in point form, or put into a table or calendar. The goal is a visual depiction of what you will be doing when.

9. **Bibliography:** You should have a working bibliography from the moment you begin your research. It should include the secondary sources you’ve consulted, some of the sources you plan to consult, and any primary documents or sources you have or expect to consult. – This should be as long as it is. 😊

10. **Appendix (if relevant)** – If you have a research instrument, e.g. a survey or interview questionnaire, or coding or discourse framework, please append it to your research design.
PRESENTATIONS & WORKSHOPS

During the first class students will commit to giving two in-class presentations. In both cases the presentations should be approximately 10 minutes in length, and they will be followed by a discussion. Students are encouraged to use PowerPoint (or some other presentation software) to enhance the attractiveness and clarity of their presentation. Please note the following regarding the distinction between the first (Type 1) and the second (Type 2) presentation.

- **Type 1 Presentations:**
  - The topic is open. Students are encouraged to consider giving a presentation on, for example, a challenging concept they have been attempting to understand, a theoretical perspective they are using in their honors essay, a unique research challenge they are trying to overcome, a major decision they are grappling with regarding the focus or organization of their honors essay, a particular scholar's perspective on their research topic, or something else along these lines.
  - Take some time to do some ‘free writing’ about the subject matter of your presentation before planning your presentation.
  - Plan your presentation to ensure you can be clear and effective in covering the material you want to cover in approximately 10 minutes.
  - Prepare your PowerPoint slides.
  - Following your presentation there will be time for class discussion.

- **Type 2 Presentations:**
  - You are expected to present a subsection ('chapter') of your honors essay.
  - You must submit the relevant section of your essay to the instructor one week in advance of your presentation. The instructor will send your written work to a few of your classmates so they can offer carefully considered comments on your work.
  - Plan your presentation to ensure you can be clear and effective in covering the material you want to cover in approximately 10 minutes.
  - Prepare your PowerPoint slides.
  - Following your presentation there will be time for class discussion, with one of the students who read your work kicking off that discussion.

Some class time will be dedicated to discussing presentation skills and, importantly, the subtle art of providing constructive feedback on other students' written work.
COURSE SCHEDULE

The seminars are designed to support you in your work on your honors essay. As such, the course schedule and requirements are designed to force you to make progress on your essay, while providing opportunities to discuss the challenges associated with completing a large research and writing project.

<table>
<thead>
<tr>
<th>Course Schedule</th>
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</thead>
<tbody>
<tr>
<td><strong>September 4</strong></td>
</tr>
<tr>
<td><strong>Discussion:</strong></td>
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<tr>
<td><strong>September 18</strong></td>
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<tr>
<td><strong>Small group workshops:</strong></td>
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<tr>
<td><strong>September 25</strong></td>
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<tr>
<td><strong>Discussion:</strong></td>
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<tr>
<td><strong>Presentations / Workshop:</strong></td>
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<tr>
<td><strong>October 2</strong></td>
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<tr>
<td><strong>Discussion:</strong></td>
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<tr>
<td><strong>October 16</strong></td>
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<tr>
<td><strong>Presentation / Workshop:</strong></td>
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<tr>
<td><strong>October 23</strong></td>
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<tr>
<td><strong>Presentation / Workshop:</strong></td>
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<tr>
<td><strong>October 30</strong></td>
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<tr>
<td><strong>Presentation / Workshop:</strong></td>
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<tr>
<td><strong>November 20</strong></td>
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<tr>
<td><strong>Presentation / Workshop:</strong></td>
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<tr>
<td><strong>November 27</strong></td>
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<tr>
<td><strong>Presentation / Workshop:</strong></td>
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<tr>
<td><strong>December 4</strong></td>
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<tr>
<td><strong>Presentation / Workshop:</strong></td>
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<tr>
<td><strong>January 8</strong></td>
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<tr>
<td><strong>Presentation / Workshop:</strong></td>
</tr>
</tbody>
</table>
January 22
**Discussion:** TBD
**Presentation / Workshop:** Student presentations, followed by discussion.

February 12
**Discussion:** Managing your work in the homestretch.

March 4
**Draft essays are due for distribution to discussants!**
**Discussion:** Planning and delivering conference presentations

March 11
Mini Conference (Two panels)

March 18
Mini Conference (Two panels)

April 8
**Honors Essays Due for submission to supervisors!**
No class.

**GRADING SCHEME**

All grades will take the form of a letter grade, and the weighted average of your grades on the various components of the course will determine your final grade. The table below provides an overview of the grading scheme. A detailed explanation of the grading scheme—the expectations associated with the various letter grades—can be found at the end of this syllabus.

<table>
<thead>
<tr>
<th>Undergrad Students</th>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>A+</td>
<td>4.0</td>
<td>Exceptional</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>Excellent</td>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>Very Good</td>
<td>B+</td>
<td>3.3</td>
<td>Very Good</td>
</tr>
<tr>
<td>Good</td>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>Good</td>
<td>B-</td>
<td>2.7</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Fully Satisfactory</td>
<td>C+</td>
<td>2.3</td>
<td>Minimally Satisfactory</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C</td>
<td>2.0</td>
<td>Failure</td>
</tr>
<tr>
<td>Minimally Satisfactory</td>
<td>C-</td>
<td>1.7</td>
<td>Failure</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td>Failure</td>
</tr>
<tr>
<td>Minimal Pass</td>
<td>D</td>
<td>1.0</td>
<td>Failure</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

**ACCESS TO PAST or REPRESENTATIVE EVALUATIVE COURSE MATERIAL**

The course instructor will review the expectations and evaluative criteria associated with all course assignments well in advance of due dates. This course outline and all assignment instructions explain how students are to be evaluated.
LATE PENALTIES, PLAGIARISM & ACADEMIC HONESTY

Late assignments: It is your responsibility to inform the course instructor as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reason for being late does not justify this lack of communication, then you should be prepared to be penalized when participation grades are assigned. Please, to avoid any confusion or unnecessary late penalties, contact the course instructor if you are having problems completing your work on time!

NOTE: Since your honors essay is submitted to your supervisor rather than to the POLS 499 instructor, you should speak with your supervisor if you are having trouble submitting the finished essay by April 8, 2016.

Plagiarism & Academic Dishonesty: 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 and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence (see excerpt near the end of syllabus). Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. All students should consult the Code of Student Behaviour and information provided by the Office of Student Judicial Affairs. Students should also be aware that when an instructor is convinced that a student has submitted work that he or she could not have produced without assistance, or otherwise violated the Code of Student Behaviour, that instructor is obliged to formally report the case.

- Code of Student Behaviour:

- Office of Student Judicial Affairs:

SUPPORTIVE LEARNING ENVIRONMENT

The Faculty of Arts is committed to ensuring that all students are able to learn in an environment that is safe and free from discrimination and harassment. Behaviour that undermines that environment is not tolerated. Anyone who feels this policy is being violated is urged to discuss the matter with the person whose behaviour is causing concern or, when that discussion is either inappropriate, threatening or unsatisfactory, to discuss the matter with the Chair of the Department.
For advice or assistance regarding this policy contact the Student Ombudservice: [http://www.ombudservice.ualberta.ca](http://www.ombudservice.ualberta.ca).

The University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44: [http://gfcpolicymanual.ualberta.ca](http://gfcpolicymanual.ualberta.ca).

### SPECIALIZED SUPPORT & DISABILITY SERVICES

Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special support or services should be registered with the office of Specialized Support & Disability Services (SSDS):

- Web: [http://www.ssds.ualberta.ca](http://www.ssds.ualberta.ca)
- E-mail: ssdsrc@ualberta.ca  ---  Phone: 780-492-3381

This is particularly important for students requiring special exam arrangements. Once you have registered with SSDS, it is your responsibility to provide the instructor with a "Letter of Introduction" and, if necessary, an "Exam Instruction & Authorization" form.

### ACADEMIC SUPPORT FOR STUDENT SUCCESS

Students desiring assistance with academic writing skills or effective study and exam strategies can access services via the Student Success Centre and the Centre for Writers:

- Student Success Centre: [http://www.studentsuccess.ualberta.ca](http://www.studentsuccess.ualberta.ca)
- Centre for Writers: [http://www.c4w.arts.ualberta.ca](http://www.c4w.arts.ualberta.ca)

### STUDENT SUPPORT SERVICES

**Students in need of support as a result of concerns related to stress, personal safety, health concerns, sexual assault, or other personal or financial concerns are encouraged to contact campus and community services that have been established** to listen, offer support, supply information and provide services:

- Distress Line: 780-482-4357
- Counseling Services: [http://www.mentalhealth.ualberta.ca](http://www.mentalhealth.ualberta.ca)
- Sexual Assault Centre: [http://www.sac.ualberta.ca](http://www.sac.ualberta.ca)
- Peer Support Service: [http://www.su.ualberta.ca/services/psc/](http://www.su.ualberta.ca/services/psc/)
- Links to Various Community Support Services: [http://www.su.ualberta.ca/services/psc/resources/](http://www.su.ualberta.ca/services/psc/resources/)
- Bursaries & Emergency Funding: [http://www.ubef.ualberta.ca](http://www.ubef.ualberta.ca)
<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Attendance</th>
<th>Reading / Preparedness</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range</td>
<td>Always</td>
<td><strong>Fully Prepared and Engaged:</strong> Has completed and thought about the readings; makes effective use of the readings in discussion; makes use of personal experiences and existing knowledge by relating such anecdotes and background information to the themes of the readings.</td>
<td><strong>Excellent:</strong> Leads discussion; offers analysis and insightful comments; takes care to listen to others and not dominate discussions; expands discussion by regularly making reference to assigned readings as well as to current events, personal experiences and existing knowledge; actively asks questions. <em>(This is the standard expectation of graduate students.)</em></td>
</tr>
<tr>
<td>B range</td>
<td>Almost always</td>
<td><strong>Prepared and Engaged:</strong> Has completed most or all the assigned readings; provides competent analysis of, or comments on, the readings with limited prompting; makes some use of personal experiences and existing knowledge, but doesn’t always connect such anecdotes and information to core themes of the readings.</td>
<td><strong>Good to Very Good:</strong> Clear, thoughtful and often insightful comments and questions; willing and able to be a frequent contributor to discussions; willing and able to expand discussion by relating readings to current events, personal experiences and existing knowledge; asks questions.</td>
</tr>
<tr>
<td>C range</td>
<td>Frequent</td>
<td><strong>Somewhat Prepared, but Not Actively Engaged:</strong> Displays familiarity with most readings; does not regularly refer to readings in discussion; fails to relate readings to personal observations or existing knowledge; participates, but often requires prompting.</td>
<td><strong>Satisfactory:</strong> Willing to participate, but clear and insightful comments are sporadic; often requires prompting before speaking; less willing to expand the conversation or ask questions. <em>(This level of participation is not satisfactory for graduate students)</em></td>
</tr>
<tr>
<td>D range</td>
<td>Occasional</td>
<td><strong>Unprepared and Disengaged:</strong> Little apparent familiarity with assigned readings; lack of willingness to participate.</td>
<td><strong>Marginal:</strong> Unwilling to participate actively in discussion; remarks often marred by misunderstandings; unhelpful and unwilling to listen.</td>
</tr>
<tr>
<td>F</td>
<td>Rare</td>
<td><strong>Clearly Unprepared:</strong> Unfamiliar with readings; very limited or no participation.</td>
<td><strong>Unacceptable:</strong> Rarely speaks; unhelpful.</td>
</tr>
</tbody>
</table>
CODE OF STUDENT BEHAVIOUR

Important excerpts from the Code of Student Behaviour:

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. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript. (EXEC 04 MAY 2009)

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.
### 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 the University's 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 cooperation 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 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 an academic, research, 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.

### 30.3.2(2)e

No Student shall submit in any course or program of study an academic writing, essay, thesis, research 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.governance.ualberta.ca/](http://www.governance.ualberta.ca/)
**Excerpts from the Code of Student Behaviour**

For Review with Each Class at the Beginning of Every Term

**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 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.

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

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

* 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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