UNIVERSITY of ALBERTA

Political Science (POL S) 224 – Canadian Government

Winter 2016                      Day/Time: M 6:00-9:00 PM                      Tory 1-119

Course Instructor: Brent Epperson, Ph.D. Candidate
HM Tory Bldg. 12-4
epperson@ualberta.ca

OFFICE HOURS: By Appointment

COURSE PREREQUISITES: POL S 101, Introduction to Politics

Please Note: First year students or other students who have not completed POL S 101, Introduction to Politics, should not be registered in this class. At the request of an instructor, the Department may cancel your registration if you do not have the required course prerequisites. Policy about course outlines, marking and related matters can be found in Section 23.4 of the University Calendar.

COURSE DESCRIPTION:

Designed to present a critical overview of Canadian government, POL S 224 helps prepare students for advanced undergraduate courses in the field. This course examines the ways in which the Canadian constitutional order and institutional framework structure the political system and shape processes of governance. Topics include: Canada’s political culture, the constitution and its evolution, the Charter of Rights and Freedoms, federalism and the division of powers, Official bilingualism, Aboriginal governance, the institutions of the parliamentary system (including the Crown, the executive, House of Commons, and Senate), political parties and the electoral system, the Canadian health and social policy regimes, the natural resource economy and the possible transition to a knowledge economy.

Please Note: This is a core course in the field of Canadian government and politics and a prerequisite for 300 and 400-level courses in the field.

OBJECTIVES:

This course aims to:

- Introduce students to the fundamental frameworks, institutions, and processes of politics and governing in Canada;
- Generate long-term interest in Canadian politics and commitment to democratically engaged citizenship;
- Encourage critical evaluation of the issues and approaches to the study of Canadian politics;
- Develop and refine political science research and writing skills;
- Foster communication skills to improve understanding of diverse perspectives on controversial political issues.

SKILLS CULTIVATED IN THIS COURSE:

Upon completion of this course, students will be able to:
• Conduct research in electronic databases and journals;
• Define and use relevant political concepts and terms;
• Differentiate key political institutions;
• Interpret complex debates in order to form and defend coherent positions and understand countervailing views;
• Debate issues, approaches and concepts respectfully, enthusiastically, and persuasively.

CLASS FORMAT:

Principally intended for second-year political science majors, this course consists of weekly lectures, course discussions, and guest lectures. This course utilizes eClass as a supplementary learning and communication tool. Lectures summarize and expand upon the themes, concepts and approaches essential to understanding the assigned course readings. Student participation is encouraged; therefore, please do not hesitate to ask clarification questions or offer pertinent commentary. In addition to lectures, each week the course provides a venue to discuss and civilly debate controversial political issues and current events in Canadian politics. As a supplementary resource, eClass will be used to post PowerPoint slides, study guides for exams, and helpful hints for writing assignments. On occasion, the instructor will upload optional print and electronic media sources relevant to assigned readings and course lectures. An electronic version of this syllabus is also available on eClass. For more information and to log in, see: https://eclass.srv.ualberta.ca/portal/

REQUIRED COURSE TEXTS:

The following text can be purchased from the University of Alberta Bookstore or online through major book vendors:

• Additional required and recommended readings on eClass

REQUIREMENTS AND EVALUATION:

The course requirements are outlined below. 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 of the University Calendar. Tests and assignments will be assigned a letter grade. The instructor will not ‘curve’ or adjust final grades according to any pre-set formula. Evaluation of the following course requirements will determine students’ grades:

<table>
<thead>
<tr>
<th>Term/Factor</th>
<th>Due Date</th>
<th>%Weight</th>
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<tbody>
<tr>
<td>Class Participation/Attendance</td>
<td>Mondays 6:00-9:00 PM</td>
<td>10%</td>
</tr>
<tr>
<td>Media Scan/Discussion Group Leadership</td>
<td>Mondays as assigned</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm (take home – Telford Chapters 1 – 7)</td>
<td>Feb. 8 (available on eClass Feb. 1)</td>
<td>20%</td>
</tr>
<tr>
<td>Position Paper and Presentation</td>
<td>March 14</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam (Cumulative)</td>
<td>April 4 6:00-9:00 PM</td>
<td>30%</td>
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• **Class participation and attendance (10%)**: Showing up matters and I will take attendance. Ask questions and participate actively in weekly group discussions. Notify me in writing (and provide documentation) if you will be absent for medical or other reasons. Life happens and one absence will be excused without documentation. A second unexcused absence will result in a 10% reduction on your final course grade.

• **Media scan and discussion group leadership (10%)**: Discussion groups of 6 – 8 students will be formed (through random selection) on January 4. Telford asserts that politics is “a conflict over different conceptions of the good life.” But what makes our different conceptions of the good life? How do countervailing views of the good life impact our interpretations of, and positions on, political controversies? When we see new information in the media, in the classroom, or in any of our daily interactions, we interpret it through a complex lens of culture, values, beliefs, real and perceived interests, past experiences, and education. That process—in part unconscious interpretation, in part conscious calculation—forms our perspectives. Our particular perspectives on any given issue explain the differences of opinion that animate political debates. It is important to respectfully discuss controversial issues with others to understand how perceptions and positions are framed. Every week, two members of each discussion group (a discussion group leader and back-up discussion group leader) will scan the media (Canadian newspapers though the Factiva database, or major political blogs such as Huffingtonpost.ca or Rabble.ca) and choose an article to introduce a topic for discussion. In class, the discussion group leader will summarize the article to the group, then ask 2 – 3 questions for discussion. The discussion group leader will follow up with open-ended questions, probing questions, and summarizing and reframing statements as needed to advance the dialogue. An example “fishbowl” discussion group will take place in class on January 11. Notes on questioning and reframing skills, an example article and summary questions, as well as instructions for the Factiva database will also be posted on eClass by January 11. *Discussion group leaders should submit a print out of the article, along with the 2 – 3 discussion questions, to the instructor for marking on the day the student leads group discussion.*

Some examples of recent and/or ongoing political controversies to scan for in the media include, but are certainly not limited to:

• The Senate spending scandal surrounding Mike Duffy;
• Senate reform in general;
• The final report and recommendations of the Truth and Reconciliation Commission of Canada;
• The Inquiry Into Missing and Murdered Aboriginal Women;
• The debate over the “right to die” in Canada;
• The debate on the niqab at Canadian citizenship ceremonies (and related national dialogue on religious symbols in various contexts)

**Note:** The above list only serves as examples of political controversies. Discussion group leaders can choose media articles on any recent and/or ongoing public debate in federal politics.
• **Position Paper and Presentation (30%):** A position paper aims to advise decision makers or the broader public on ways to resolve a perceived problem. With the support of research, the author argues in favour of a policy position. At a minimum, an effective position paper:
  1) Defines and summarizes a policy problem;
  2) Identifies and summarizes competing policy positions;
  3) Recommends a policy position with reference to supporting research.

This course comes on the heels of a historic federal election, one that resulted in a shift in political direction and a new Liberal majority government. In this assignment, students will choose one policy position to compare across party platforms (which must include the 2015 election platforms of the federal NDP, Liberal, Conservative, Green, and Bloc Québécois parties as sources). Citing at least three additional primary sources (articles from peer-reviewed academic journals or policy papers from Canadian think-tanks) and three supporting sources (any newspaper article, television report, radio report, or blog article), students will then argue in favour of a particular policy position, one which may or may not reflect the position of one of the major political parties. Helpful hints for this assignment will be posted on eClass.

**Note:** The position paper must include a title page—indicating the student's name, course number, essay title, and word count. The word limit is 3,000 words (approximately 8-10 pages) and the paper must be double-spaced and written in a 12-point Times, Arial, or Serif font.

**Note:** Although not required, students are encouraged to consult a writer’s manual. Many manuals are available at the University of Alberta library. If you wish to purchase your own to serve as a long-term student and professional resource, I recommend:


**Position papers will be marked according to:**

• Clarity of argumentation—including a clear thesis statement, supporting evidence, and acknowledgement of counter arguments (policy positions of political parties);
• Clarity of expression—including structure, grammar, and punctuation;
• Demonstration of the capacity to conduct and document research—students must cite at least 3 primary sources (articles from academic journals or policy think tanks) and 3 secondary sources (newspapers, television, radio, or other media reports);
• Students should include a complete works cited at the end of the position paper. Citations and organization of the works cited should comply with APA guidelines.

Students will summarize their position papers in a 10-15 minute class presentation, outlining the policy positions of the five major federal political parties, their reasons for supporting a particular position, and supporting research. Each presentation will be followed by several minutes of questions. The presentation counts for 10% of the final mark and the position paper for 20%. The position paper is due on Monday, March 14, 2016 and presentations will take place on March 14 and March 21.
• **Mid-Term Examination:** 20% of total course grade.

A take-home midterm exam, consisting of three essay questions, will be available on eClass on February 1st. It is due on February 8th. *The midterm will cover chapters 1 – 7 of the Telford textbook.*

• **Final Exam:** 30% of total course grade

A three-hour final exam, consisting of multiple choice and essay questions, will take place at the end of the term (April 4, 6:00-9:00 in Tory 1-119). In addition to required readings of the Winter Term, the exam will include material from Winter Term lectures; thus, excessive absences may negatively impact exam performance. Only a documented medical or other emergency may justify absence from the final exam and the right to schedule an alternative test date. Lecture slides will be posted on eClass; these serve as an excellent study guide. In addition, a thorough final exam review will take place on Monday, March 21. *The final exam will cover all required course material from January 4 – March 7.*

**Late Penalties**

Written assignments are due in the Political Science main office, Tory 10-16, by 4:00 pm on the due date. Electronic submission of assignments is *not authorized* unless you have a good reason and my written permission in advance of the due date. For all late assignments, there is a penalty of one letter grade per day, with weekends counting as 2 days. Therefore, an “A” quality paper that is 3 days late will receive a grade of B (from A, to A-, to B+, to B, and etcetera). If you are ill and must miss an assignment due-date, please contact me by email with an explanation and/or documentation to avoid penalties for your absence. However - everyone gets a grace period of three days (weekday or weekend day). You can use the grace period for either of the written assignments (position paper or take-home midterm exam).

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 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. Letter grades are also assigned, according to the table below ("Political Science Department Undergraduate Grading Scale"). The percentage mark of all term work and exams produces the final term mark 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></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
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<tr>
<td>Grade</td>
<td>Score</td>
<td>Grade Level</td>
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<td>-------</td>
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</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>Minimally satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Minimally satisfactory</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>Marginal</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>Marginal</td>
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<tr>
<td>D-</td>
<td>0.7</td>
<td>Marginal</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Inadequate</td>
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**COURSE SCHEDULE:**

**Week 1**

**January 4: Monday Lecture**

- Course Introduction (Getting to know one another/syllabus review)
- Lecture: Telford, Ch. 1, *The Rules of the Game*
- Formation of discussion groups
- Assignment of discussion group leaders for January 11
- “Fish bowl” discussion group prepared for January 11
- Required Reading for January 11:
  3) Epperson, Brent. POL S 224 Canadian Government Course Syllabus.
  4) Epperson, Brent. Notes on facilitated discussions: questioning and reframing techniques (available on eClass).

Recommended reading:


**Week 2**

**January 11: Monday Lecture**

- Lecture: Canada’s political culture
- “Fish bowl” discussion group
- Assignment of discussion group leaders for January 18
- Required Reading for January 18:
Week 3

January 18: Monday Lecture
- Lecture: Canada's political parties and elections
- Discussion groups
- Assignment of discussion group leaders for January 25
- Required Reading for January 25:

Recommended reading:

Week 4

January 25: Monday Lecture
- Lecture: Canada’s Executive Branch and Parliament
- Discussion groups
- Assignment of discussion group leaders for February 1
- Required Reading for February 1:

Week 5

February 1: Monday Lecture
- Lecture: Federalism in Canada
- Discussion groups
- Assignment of discussion group leaders for February 8
- Take-home Midterm exam (Telford Chapters 1 – 7) available on eClass
- Required Reading for February 8:

Week 6

February 8: Monday Lecture
- Lecture: Constitutional patriation and Charter politics in Canada
- Take-home Midterm exam (Telford Chapters 1 – 7) due today
- Discussion groups
- Assignment of discussion group leaders for February 29 (no discussion groups on February 15
for Reading Week or on February 22 due to guest lecture)

- Required Reading for February 22:

Recommended reading:

Week 7 (Reading Week)

February 15: Monday—No Class (Family Day Provincial Holiday)

Week 8

February 22: Monday Lecture
  - Lecture: Aboriginal rights, Official bilingualism, and national identities in Canada
  - Guest Lecture: Aboriginal perspectives on citizenship and belonging
  - Required Reading for February 29:

Week 9

February 29: Monday Lecture
  - Lecture: The welfare state and public health care system in Canadian national identity
  - Guest Lecture: Who is left out? Challenges of inclusion in Canada’s health and welfare systems
  - Discussion groups
  - Assignment of discussion group leaders for March 7
  - Required for March 7:
    2) Epperson, Brent. Notes on the knowledge economy and higher education reform. Available on eClass.
    4) Haley, Brendan. “From Staples Trap to Carbon Trap: Canada’s Peculiar Form of

Week 10

March 7: Monday Lecture
- Lecture: From the Canadian “staple trap” to a new knowledge economy? Escaping the resource curse and investing in higher education and skills development.
- Discussion groups

Week 11

March 14: Position papers due today
- Position paper presentations

Week 12

March 21: Position paper presentations and Final exam review
- Position paper presentations (if any remain)
- Final exam review
- Course evaluations

Week 13

March 28: No class – Easter Monday

Week 14

April 4: ***Final Exam (in class, Tory 1-119, 6:00-9:00 PM)***

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 Ombudsman 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 Student Conduct and Accountability (see: http://www.osja.ualberta.ca/) 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. For impartial and confidential advice on matters of academic honesty, including student rights and responsibilities, students may also consult with the Office of the Student Ombuds (see: http://www.ombudservice.ualberta.ca).

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 members 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/CodeofConductandResidenceCommunityStandards/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)

<table>
<thead>
<tr>
<th>30.3.2(1) Plagiarism</th>
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<tbody>
<tr>
<td>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.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>30.3.2(2) Cheating</th>
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</thead>
<tbody>
<tr>
<td><strong>30.3.2(2) a</strong> 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.</td>
</tr>
<tr>
<td><strong>30.3.2(2) b</strong> 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).</td>
</tr>
<tr>
<td><strong>30.3.2(2) c</strong> No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.</td>
</tr>
<tr>
<td><strong>30.3.2(2) d</strong> 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.</td>
</tr>
</tbody>
</table>

| 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. |

<table>
<thead>
<tr>
<th>30.3.6(4) Misrepresentation of Facts</th>
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<tbody>
<tr>
<td>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.</td>
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<table>
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<tr>
<th>30.3.6(5) Participation in an Offence</th>
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<tbody>
<tr>
<td>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.</td>
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</table>

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
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.

The Truth In Education (TIE) 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 behaviour. There are helpful tips for Instructors and Students. Please take the time to visit the website at: http://www.ualberta.ca/tie
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 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.

PROFESSOR STEVEN PENNEY
CHAIR, CAMPUS LAW REVIEW COMMITTEE

DR CARL AMRHEIN
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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