UNIVERSITY OF ALBERTA  
Department of Political Science  

Canadian National Government and Politics  
Political Science 220 A&B - Q1  
Fall 2014 - Winter 2015  

R 6:00PM - 9:00PM  HM Tory Bldg. 1-96  

Course Instructors: 
Fall Term:  
Mikael Hellstrom  
Office: 12-05 HM Tory Bldg  
Office phone:  
Email: mikaeh@ualberta.ca  
Office hours: Thursday 3-4PM or by appointment  

Winter Term:  
Nisha Nath  
12-11 HM Tory Bldg.  
(780) 492-1557  
nnath@ualberta.ca  
TBD and by appointment  

COURSE DESCRIPTION:  
Welcome to Political Science 220 - Canadian National Government and Politics! We are very excited to offer you this full year course in a way that will suit your multiple learning styles and also allow you a chance to engage in diverse and innovative approaches to the topics underscoring Canadian politics. In the Fall term, Mikael Hellstrom will be your instructor and will instruct you in the basic workings of the Canadian political system using quest-based learning and role-play simulations. In the Winter term, Nisha Nath will be your instructor and will run the course as a lecture and discussion-based introduction to key concepts in the study of Canadian national government and politics.  

While the format for the course will be quite different in both the Fall and Winter term, the common thread between both terms is 'you'. Your engagement and collaboration with the instructors will be integral to the success of the course as whole. We are excited to learn alongside you and get to know you through your thoughts and your writing.  

In this course, students will be introduced to the theoretical, historical and institutional foundations, and the foundational conflicts and actors in the study of Canadian political life. In thinking about Canadian national government and politics, we will be focused on citizenship and democracy, as well as the different sites of power that inform Canadian politics. In addition to examining some key conflicts over nationhood/unity, identity and equality, we will cover topics such as political culture, the historical and contemporary colonial basis of Canada, citizenship and social inequities, the constitution, federalism, regionalism, rights and freedoms, key government institutions, political parties and elections, interest group practices of power, social movements, rights and freedoms, Quebec nationalist struggles for power, the governance of Indigenous peoples by the Canadian state, resistant forms of power, as well as the power of ideas like multiculturalism, ethnicity and identity.  

Some of the questions that students should keep in mind throughout the course include:  
- How does the Canadian state shape, distribute, and exercise political power? How does the state use and abuse power?  
- What do our institutions tell us about power and the quality of Canadian democracy?  
- Who are the main actors in Canadian politics? Are they formally recognized as such?  

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• How do enduring political claims shape group-based struggles for power and societal processes of power, and vice versa?
• Who is the ideal Canadian citizen? Who are ‘we’?
• Who put the politics in Canadian politics?

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

NOTE: The instructor reserves the right to correct, change or modify the syllabus as the course progresses.

COURSE PREREQUISITE: POL S 101 (Introduction to Politics) or consent of Department. Students without the course prerequisites should not register in the course. This includes students registered in POL S 101 during the 2014 Fall term.

Students without the course prerequisite should speak with the instructor before registering. 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, grading and related matters can be found in Section 23.4(2) of the University Calendar.

COURSE GOALS:
The overarching goals of this course are to:
• Introduce students to issues of power in Canadian politics;
• Critically evaluate the utility of main theoretical frameworks used to analyze Canadian politics;
• Build students' understanding of the fundamental concepts, theories, and analytic frameworks used by Canadian political scientists;
• Offer a safe and engaging forum for debate and discussion; develop and defend positions on Canadian political issues with respect and ingenuity;
• Develop students' written and oral communication skills;
• Develop and foster thesis-driven analytic writing and research skills, and;
• Develop and foster critical thinking skills.

The goals of this course in the Fall term are to:
• Classify, define, describe and explain properties of the Canadian political system.
• Apply central operative terms and concepts to analyze processes, systems and structures in Canadian politics
• Develop academic writing skills, including the ability to create research design; hypotheses and arguments, for analyzing processes, systems and structures in Canadian politics.

The goals of this course in the Winter term are to:
• Historically contextualize contemporary conflicts in Canadian society;
• Foster students’ ability to root their critiques, analyses and evaluations of Canadian politics in the broader traditions of Canadian Political Science;
• Foster students’ ability to understand issues from different theoretical points of view;
• Stimulate interest in contemporary political ideas, institutions and processes that are locally, regionally and nationally relevant to politics in Canada;

CLASS FORMAT
The class format of this course will vary. For the Fall term, this class delivered through quest-based learning. See handout for further details.

During the Winter term, this class is designed as a lecture and discussion-based course for second-year political science majors.

**COURSE TEXTS AND MATERIALS:**
There is one required textbook for this course. The text is available for purchase at the University of Alberta Bookstore. Students must use the correct edition of this book:


Any additional course materials that you are required to read or review will be made available in-class via email or via e-class. You must access your @ualberta.ca while this course is running.

**COURSE REQUIREMENTS:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight of final grade</th>
<th>Due date</th>
<th>Assignment</th>
<th>Weight of final grade</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quest assignments</td>
<td>45 %</td>
<td>Final day to start a new quest: 5 pm, December 3, 2014</td>
<td>Research Paper (2500-3000 words)</td>
<td>20 %</td>
<td>March 12, 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final quest submission: 5 pm December 5, 2014</td>
<td>Final Exam</td>
<td>25 %</td>
<td>In-class - April 9, 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participation</td>
<td>10 %</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** *Policy about course outlines can be found in Section 23.4 (2) of the University Calendar.*

*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.

For the Fall Term, failure to log into the quest database and complete quests beyond the introduction will be regarded as non-completion.

As an example, in the Winter Term, failure to attend at least 50% of the classes will be regarded as non-completion of a vital course component. More information will be provided to you in your detailed Winter term syllabus in January 2015.

**COURSE EXPECTATIONS:**
The basis for interaction amongst all members of the university is mutual respect, co-operation and understanding - this course is no exception.
In this course, you are expected to:

- Read the course syllabus carefully;
- Attend class regularly, arrive on time and be ready to participate;
- Bring your text, some paper and a writing implement to every class;
- Turn off your cell phone at the start of class (unless there are special circumstances, in which case please let me know in advance of the class). DO NOT text, check voicemail, check email, listen to music, check Facebook, tweet, etc... during class. If you distract from the teaching and learning process, you can expect to be asked to leave the class;
- Complete the required readings before they are discussed in class;
- Always act in a respectful way towards your peers, the course instructor and any visitors to the class;
- Approach the course material with an open mind and a willingness to critically engage with diverse ideas and opinions;
- Check your @ualberta.ca email frequently for any course updates;
- Complete all assignments to the best of your ability, on time, and honestly;
- Keep rough, draft work and hard copies of your assignments before they are handed in, and until the final marked assignments have been returned to you;
- Back-up your work and class notes frequently.

In this course, you can expect instructors to:

- Welcome and respect your diversity of ideas and interests;
- Be available during office hours, for appointments and via email for consultations about any aspect of the course;
- Reply to your emails within two business days;
- Grade assignments promptly (that is, within three weeks of their submission);
- Provide you with opportunities to critically engage with the material and with your peers;
- Provide you with opportunities to reflect on contemporary issues in Canadian politics.

**COURSE COMMUNICATION**

Information about the course, including the syllabus, paper topics, evaluation criteria, announcements, or changes to the course will emailed to you at your @ualberta.ca account.
GRADING AND EVALUATION:

Fall Term assessment:
Quest-based learning scores like a game, based on the accumulation of experience points, reflecting the students' learning accomplishments. See handout for further information.

To get a passing grade for the Fall Term, students MUST complete at least 1000 experience points worth of quest assignments. Grades are distributed according to the below table. To get grades above B+, the student needs to collect the right amount of Xp AND earn badges, achievements and awards as specified:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Total Xp</th>
<th>Badges</th>
<th>Achievements/Awards</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>2500</td>
<td>Any 2 badges</td>
<td>Any 2 Outstanding</td>
<td>4.0</td>
<td>Outstanding/Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>2000</td>
<td>Any 1 badge</td>
<td>Any 1 Outstanding</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>1750</td>
<td>Midterm Builder</td>
<td>+ Any 15 Excellence</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>1600</td>
<td>The Generalist</td>
<td></td>
<td>3.3</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>1500</td>
<td></td>
<td></td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>1400</td>
<td></td>
<td></td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>1300</td>
<td></td>
<td></td>
<td>2.3</td>
<td>Fully Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>1200</td>
<td></td>
<td></td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>1125</td>
<td>Academic Writing Badge</td>
<td></td>
<td>1.7</td>
<td>Minimally Satisfactory</td>
</tr>
<tr>
<td>D+</td>
<td>1050</td>
<td></td>
<td></td>
<td>1.3</td>
<td>Adequate</td>
</tr>
<tr>
<td>D</td>
<td>1000</td>
<td></td>
<td></td>
<td>1.0</td>
<td>Minimally Acceptable</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td></td>
<td></td>
<td>0.0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Grade Appeals – Fall Term
Grades for the Fall Term will be set according to the student's standing according to the above criteria as of December 5. Should you believe that you have valid grounds to appeal your grade, you should feel free to come speak to me. Nisha Nath cannot and will not change anything with regards to the Fall grade.
Winter Term assessment:
Marks for assignments and exams are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulted from the entire term work and examination then produces the final letter grade for the course. I will not 'curve' or adjust final grades according to any preset formula. A more detailed grading rubric for class participation, the research essay and final exam will be posted on e-class and will be made available at the start of the Winter term.

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-range grades:</td>
<td>A+</td>
<td>4.0</td>
<td>90-100 (95)</td>
</tr>
<tr>
<td>Excellent to Exceptional</td>
<td>A</td>
<td>4.0</td>
<td>85-89 (87)</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>80-84 (82)</td>
</tr>
<tr>
<td>B-range grades:</td>
<td>B+</td>
<td>3.3</td>
<td>77-79 (78)</td>
</tr>
<tr>
<td>Good to Very Good</td>
<td>B</td>
<td>3.0</td>
<td>73-76 (75)</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>70-72 (71)</td>
</tr>
<tr>
<td>C-range grades:</td>
<td>C+</td>
<td>2.3</td>
<td>67-69 (68)</td>
</tr>
<tr>
<td>Minimally Satisfactory to Fully Satisfactory</td>
<td>C</td>
<td>2.0</td>
<td>63-66 (65)</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>60-62 (61)</td>
</tr>
<tr>
<td>D-range grades: Minimally Acceptable to Poor</td>
<td>D+</td>
<td>1.3</td>
<td>55-59 (57)</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1.0</td>
<td>50-54 (52)</td>
</tr>
<tr>
<td>F-range grades: Unacceptable/ Failure</td>
<td>F</td>
<td>0</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Grade Appeals - Winter Term
There are no provisions for rewriting or for “making up” assignments in this course. Should you believe that you have valid grounds to appeal one of your marks, you should feel free to come speak to me. There is, however, a ‘cooling off’ period of 48 hours (2 days) after the assignment has been returned to you. Do not lodge a grade appeal within those initial 48 hours. **Grade appeals must also be accompanied by a half-page explanation of the basis of your appeal.** Please also note that a re-read of written work may result in your mark staying the same, being raised OR being lowered.

Late Penalties - Winter Term
Hard copies of your assignments are due at the beginning of the class. Assignments cannot be submitted electronically. If you are unable to attend the lecture in which your assignment is due,
you may submit your assignment early to avoid late penalties. Please note that if you are
submitting the hard copy of your paper early, you may submit it directly to the Political Science
main office. The office closes promptly at 4PM.

DO NOT slip your assignments under my office door or under the door at the department office. At
a minimum, a late penalty will be applied if the papers are not date/time stamped. In the worst
case scenario, I may not actually receive the assignment and you would be penalized accordingly.

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.
Unless an extension has been granted in writing by me, assignments submitted 7 days after the due
date will not be marked and will receive a failing grade.

Extensions may be granted based on compassionate or medical reasons. It is your responsibility to
inform the 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 also explain this lack of
communication, then the late penalty will apply. You must make your case before the due date. No
retroactive extensions will be permitted. Extensions will NOT be given in the event of computer
problems or software incompatibility. Back your work up frequently and keep copies of your
drafts!

Absences - Winter Term
If you are absent from class on a given day, you are still responsible for all material covered during
that class. Make a friend in class as soon as possible in case you find yourself in this situation.
Participation marks are accorded on a weekly basis and an absence without a valid excuse will
result in an F (0) for that class.

ACCESS TO PAST OR REPRESENTATIVE EVALUATIVE COURSE MATERIAL
Detailed instructions and expectations for all written assignments will be discussed well in advance
of due dates in class. This course outline and all assignment instructions will explain how students
will be evaluated and will be made available to students via your @ualberta.ca email.

PLAGIARISM & ACADEMIC HONESTY:
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
ofStudentBehaviour.aspx) and avoid any behaviour which 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. An
important excerpt from the Code of Student Behaviour is appended at the end of this syllabus.
Additional information and resources are available through the UofA's Truth in Education project:
http://www.uofaweb.ualberta.ca/TIE/.

AUDIO OR VIDEO RECORDING:
Audio or video recording of this class is allowed only with prior written consent of the instructor or
as 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.

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): http://www.upofaweb.ualberta.ca/SSDS/index.cfm. 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.

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
- Sexual Assault Centre: http://www.sac.ualberta.ca
- Peer Support Service: http://www.su.ualberta.ca/services/psc/
- Links to Various Community Support Services:
  http://www.su.ualberta.ca/services/psc/resources/
- University Health Centre, Stress Management Page:
  http://www.ualberta.ca/dept/health/web_docs/healthinfo/stress.htm#help
- Dean of Students: http://www.deanofstudents.ualberta.ca/
- Dean of Students/Other Student Services Support Page:
  http://www.deanofstudents.ualberta.ca/OtherStudentServices.aspx
- Bursaries & Emergency Funding: http://www.ubef.ualberta.ca

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
- Centre for Writers: http://www.c4w.arts.ualberta.ca
<table>
<thead>
<tr>
<th>Role-play</th>
<th>Topic</th>
<th>Date</th>
<th>Preparatory quest</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Day at the Party Convention</td>
<td>Political Parties</td>
<td>September 4</td>
<td>Welcome to the Party, eh!</td>
</tr>
<tr>
<td>A Day in the newsroom</td>
<td>Media</td>
<td>September 11</td>
<td>Massive media</td>
</tr>
<tr>
<td>A Day on the campaign trail</td>
<td>Elections</td>
<td>September 18</td>
<td>On Election Day</td>
</tr>
<tr>
<td>A Day in the Commons</td>
<td>Parliament</td>
<td>September 25</td>
<td>Entering Parliament</td>
</tr>
<tr>
<td>A Day in Cabinet</td>
<td>The Executive</td>
<td>October 2</td>
<td>The Crown</td>
</tr>
<tr>
<td>A Day in the Department</td>
<td>The Administration</td>
<td>October 9</td>
<td>At the ministry</td>
</tr>
<tr>
<td>A Day in Foreign Affairs</td>
<td>Foreign policy</td>
<td>October 16</td>
<td>Canada and the world</td>
</tr>
<tr>
<td>A Day with the First Ministers</td>
<td>Federalism</td>
<td>October 23</td>
<td>Shared sovereignty</td>
</tr>
<tr>
<td>A Day in the Courtroom</td>
<td>The Constitution</td>
<td>October 30</td>
<td>Constitute this</td>
</tr>
</tbody>
</table>

The contents of subsequent classes will be planned in collaboration with students.
## CLASS SCHEDULE: Winter 2015

Note: This schedule may be subject to change. Changes will be announced in class via your @ualberta.ca email.

**Additional Readings:** There will be some additional readings for the Winter 2015 term. These will be made available at the start of the Winter term.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATIONAL CONFLICTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 8</td>
<td>Political Culture</td>
<td>D&amp;C 11</td>
<td></td>
</tr>
<tr>
<td>Jan 15</td>
<td>Indigenous Approaches to Challenging State Power (I)</td>
<td>D&amp;C 4</td>
<td></td>
</tr>
<tr>
<td>Jan 22</td>
<td>Indigenous Approaches to Challenging State Power (II)</td>
<td>D&amp;C 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quebec Nationalism and French-English Neo-Colonial Struggles (I)</td>
<td>D&amp;C 5</td>
<td></td>
</tr>
<tr>
<td>Jan 29</td>
<td>Quebec Nationalism and French-English Neo-Colonial Struggles (II)</td>
<td>D&amp;C 5</td>
<td></td>
</tr>
<tr>
<td>Feb 5</td>
<td>National Unity, 'Diversity' and Multiculturalism (I)</td>
<td>D&amp;C 6</td>
<td></td>
</tr>
<tr>
<td>Feb 12</td>
<td>National Unity, 'Diversity' and Multiculturalism (II)</td>
<td>D&amp;C 6</td>
<td></td>
</tr>
<tr>
<td>Feb 16-20</td>
<td><strong>READING WEEK - NO CLASS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 26</td>
<td>Class and Economy</td>
<td>D&amp;C 8</td>
<td></td>
</tr>
<tr>
<td>March 5</td>
<td>Social inequities and Gender</td>
<td>D&amp;C 7</td>
<td></td>
</tr>
<tr>
<td>March 12</td>
<td>The Judiciary and the Charter (I)</td>
<td>D&amp;C 19</td>
<td><strong>RESEARCH ESSAY DUE</strong></td>
</tr>
<tr>
<td>March 19</td>
<td>The Judiciary and the Charter (II)</td>
<td>D&amp;C 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Parties</td>
<td>D&amp;C 14</td>
<td></td>
</tr>
<tr>
<td>March 26</td>
<td>Political Parties, cont'd</td>
<td>D&amp;C 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advocacy Groups, Social Movements and Lobbying</td>
<td>D&amp;C 16</td>
<td></td>
</tr>
<tr>
<td>April 2</td>
<td>Advocacy Groups, Social movements and Lobbying, cont'd</td>
<td>D&amp;C 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Catch-up and Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 9</td>
<td>Final Exam</td>
<td></td>
<td><strong>FINAL EXAM - IN CLASS</strong></td>
</tr>
</tbody>
</table>

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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/

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 definition of plagiarism and cheating. We are now 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(2a) 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(2b) 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(2c) No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2d) 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(2e) 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*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 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 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.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.ii, 30.4.3(2) a.iii 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)c, 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.

Updated: 26/08/2014