UNIVERSITY of ALBERTA

Political Science (POL S) 225 – Canadian Government

Winter 2017

Day/Time: R 6:00-9:00 PM

Tory 1-103

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 the social, cultural, and political-economic context of Canadian federal politics, POL S 225 helps prepare students for advanced undergraduate courses in the field. Topics include: Canada’s social movements and political activism, Canada’s political cultures, the legacy and consequences of the country’s colonial history, Canadian politics and the media, citizenship and identity (with particular focus on Québécois nationalism and indigenous conceptualizations of citizenship and belonging), regionalism, political engagement and interest groups, Canada’s role in the world, and Canadian political 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 data-bases 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. Lectures summarize and expand upon the themes, concepts and approaches essential to understanding the assigned course readings. Student participation is highly 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 communication and learning 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 venders:

• 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>Thursdays 6:00-9:00 PM</td>
<td>10%</td>
</tr>
<tr>
<td>Media Scan/Discussion Group Leadership</td>
<td>Thursdays as assigned</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm (In class – March 9, Chapters 1-9, &amp;11)</td>
<td>March 9</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>March 23</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper Presentation</td>
<td>March 23 and March 30</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam (Cumulative)</td>
<td>April 6 6:00-9:00 PM</td>
<td>30%</td>
</tr>
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</table>
• **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 if you must be absent for medical or other reasons. Life happens and one absence will be excused. *A second unexcused absence will result in a 10% reduction on your final course grade.*

• **Media scan and discussion group leadership (20%)**: What leads to our different conceptions and interpretations of political issues? How do countervailing views of the “common good” 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. This 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. Discussion groups of 4 – 6 students will be formed (through random selection) on January 12. 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 then 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 19. 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 12. *Discussion group leaders are required to 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 political controversies (ongoing, or in the last federal election) to scan for in the media include, but are certainly not limited to:

• The controversy surrounding the so-called “cash for access” fundraiser of the Liberal Party with wealthy Chinese investors;

• Prime Minister Trudeau’s controversial statement regarding the death of Cuban leader Fidel Castro;

• 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” for terminally ill people 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 offers examples of political controversies. Discussion group leaders can choose media articles on any recent and/or ongoing public debate in federal politics.
• **Research Paper and Presentation** - 20% of course grade (5% presentation and 15% essay): Students will choose a broad research topic from Chapters 1 – 24 in the course text (Cochrane, Blidock, and Dyck 2017). On February 2nd, instructions for formulating a research question and grading criteria will be posted on eclass. At a minimum, an effective research paper for the purposes of this course:

1) Defines and summarizes the significance of a subject;
2) Identifies and summarizes competing perspectives;
3) Explains how the research supports a position;
4) States a position in regards to the subject.

**Note:** The research paper must include a title page—indicating the student’s name, course number, essay title, and word count. The word limit is 2,000 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:


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

- Clarity of argumentation—including a clear thesis statement, supporting evidence, and acknowledgement of competing arguments;
- 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 APA style reference list at the end of the research paper. Citations and organization of the reference list should comply with APA guidelines.

Students will summarize their research papers in a 10-minute class presentation, outlining the competing perspectives, reasons for supporting a particular position, and supporting research. Each presentation will be followed by several minutes of questions. The presentation counts for 5% of the final mark and the research paper for 15%. *The research paper is due in class on Thursday, March 23, 2016 and presentations will take place on March 23 and March 30.*

• **Mid-Term Examination:** 20% of total course grade.

An in-class midterm exam, consisting of 10 multiple-choice questions and 1 essay question, will take place in class on March 9th. *The midterm will cover chapters 1 – 9 and 11 of the*
Cochrane, Blidook, and Dyck (2017) textbook and reading posted on eclass from January 12 – February 23.

- **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 6, 6:00-9:00 in Tory 1-103**). The final exam is cumulative, but most questions will be based on Chapters 10 and 12 – 24 in the Cochrane, Blidook, and Dyck (2017) textbook. Only a 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 Thursday, March 30.

**Late Penalties**

Written assignments are due in-class, or 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 to avoid penalties for your absence. However - **everyone gets a grace period of three days** (weekday or weekend day). You may choose to 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>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Illustrates partial understanding of the subject matter; demonstrates an ability to develop solutions to simple problems in the material; writing and organization skills need improvement.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Minimally satisfactory</td>
</tr>
<tr>
<td>Grade</td>
<td>Letter</td>
<td>Percentage Grades</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>4.0</td>
<td>A+</td>
<td>90-100% (95%)</td>
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<td></td>
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<tr>
<td>4.0</td>
<td>A</td>
<td>85-89% (87%)</td>
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<tr>
<td>3.7</td>
<td>A-</td>
<td>80-84% (82%)</td>
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<tr>
<td>3.0</td>
<td>B</td>
<td>73-76% (75%)</td>
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<tr>
<td>2.7</td>
<td>B-</td>
<td>70-72%</td>
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Average to better than average argumentation, research, and writing.

Note: While B- to B grades are considered ‘satisfactory to good’ for graduate students, they are below the standard expected of graduate students engaged or continuing toward doctoral studies.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Attendance</th>
<th>Reading / Preparedness</th>
<th>Discussion</th>
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</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. (This is the standard expectation of graduate students.)</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. (This level of participation is not satisfactory for graduate students)</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>
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COURSE SCHEDULE:

Week 1

January 12: Thursday Lecture

- Course Introduction (Getting to know one another/syllabus review)
- Formation of discussion groups
- Assignment of discussion group leaders for January 19
- “Fish bowl” discussion group prepared for January 19
- Required Reading for January 19:
  3) Epperson, Brent. POL S 225 Canadian Politics Course Syllabus.
  4) Epperson, Brent. Notes on facilitated discussions: questioning and reframing techniques (available on eClass).

Week 2

January 19: Thursday Lecture

- Lecture: Understanding power, politics, and institutions
- “Fish bowl” discussion group
- Assignment of discussion group leaders for January 26
- Required Reading for January 26:

Week 3

January 26: Thursday Lecture

- Lecture: An introduction to regionalism and Canada’s ethnocultural minorities
- Discussion groups
- Assignment of discussion group leaders for February 2
- Required Reading for February 2:


Recommended reading:


Week 4

February 2: Thursday Lecture
- Lecture: Quebec and Canadian federal politics
- Discussion groups
- Required Reading for February 9:

Recommended reading:


Week 5

February 9: Thursday Lecture
- Guest Lecture: Aboriginal Perspectives on Citizenship and Belonging
- Lecture: Changing Concepts of Citizenship and Belonging in Contested Land
- Assignment of discussion group leaders for February 16
- Required Reading for February 16:

Week 6

February 16: Thursday Lecture
- Lecture: Canada’s political culture
- Discussion groups
• Assignment of discussion group leaders for March 2 (no discussion groups on February 23 for Reading Week)

• Required Reading for March 2:

**Week 7 (Reading Week)**

February 23: Thursday—No Class (Reading Week)

**Week 8**

**March 2: Thursday Lecture**

• Lecture: More cleavages and identities in the Canadian political context
• Discussion groups
• No required reading for March 9. Prepare for In-class Midterm:

**Week 9**

**March 9: Midterm exam**

• Midterm exam
• Assignment of discussion group leaders for March 16
• Required reading for March 16:

**Week 10**

**March 16: Thursday Lecture**

• Lecture: Canada’s constitutional context
• Discussion groups
• Required readings for March 23:
  1) Cochrane, Christopher, Kelly Blidook, and Rand Dyck. “The Policymaking Process and Policy Instruments” (Chapter 20), In Canadian Politics: Critical Approaches,

• Recommended readings:

Week 11

March 23: Research papers due today
• Lecture: Governing in Canada (Part 1: The institutional context of governing)
• Research paper presentations
• Required readings for March 30

Recommended reading:

**Week 12**

**March 30: Research paper presentations and Final exam review**
- Research paper presentations (if any remain)
- Lecture: Governing in Canada (Part 2: External pressures and influences on government)
- Final exam review
- Reminder to complete online Course evaluations

**Week 13**

**April 6: ***Final Exam (in class, Tory 1-103, 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/](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](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](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](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](http://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](http://www.su.ualberta.ca/sdc)
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/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

PLAGIARISM AND CHEATING

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

EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
(UPDATED EFFECTIVE APRIL, 2008)
30.3.2(1) Plagiarism

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

30.3.2(2) Cheating

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

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

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

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

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

30.3.6(4) Misrepresentation of Facts

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

30.3.6(5) Participation in an Offence

No Student shall collude 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.

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
The Campus Law Review Committee is a standing committee of General Faculty Council (GFC) responsible for the review of the Code of Student Behavior and Student Discipline.

PROVOST AND VICE-PRESIDENT (ACADEMIC)

The application of the grievance process and the full burden of proof shall be carried by the Vice-President (Academic). The grievance process must be carried out by an impartial arbitrator. The decision of the arbitrator shall be final and binding.

The Campus Law Review Committee (CLRC) is responsible for the review of the Code of Student Behavior and Student Discipline.

CHAIR, CAMPUS LAW REVIEW COMMITTEE

PROFESSOR STEVEN PENNEY

The Universityrut may also include a recommendation for removal of the student from the University. The decision of the Universityrut shall be final.

Any student removed from the Universityrut shall be notified in writing of the decision and provided a written statement of the reasons for the removal.

The following procedures shall be used in cases of misrepresentation of facts and plagiarism.

1. Procedure for Recommendations

2. Procedure for Resolution

3. Procedure for Resolution of Student Behavior

The following procedures are from the Code of Student Behavior as approved by GFC:

- For Violations of the Code of Student Behavior
- For Violations of the Code of Student Conduct