UNIVERSITY of ALBERTA

Political Science (POL S) 224 – Canadian Government

Fall 2017  Day/Time: W 6:00-9:00 PM  Tory 1-125

Course Instructors: Dr. J.D. Crookshanks and Brent Epperson, Ph.D. Candidate
HM Tory Bldg. 12-4
jd.crookshanks@ualberta.ca
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, and Canadian social policy regimes.

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. Canadian politics was previously a full-year course, POLS 220. It has now been split into two half-year courses, POLS 224 (Canadian Government) and POLS 225 (Canadian Politics). If you have already completed POLS 220, you should not be registered in this course.

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.

LEARNING OUTCOMES 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, and course discussions. 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 mandatory; 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 study pertinent information and assignments. 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 material as required will be posted on eclass or distributed.

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(3) 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><strong>Assignment</strong></th>
<th><strong>Due Date</strong></th>
<th><strong>%Weight</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Attendance</td>
<td>Wednesdays 6:00-9:00 PM</td>
<td>10%</td>
</tr>
<tr>
<td>Media Scan/Discussion Group Leadership</td>
<td>Wednesdays as assigned</td>
<td>20%</td>
</tr>
<tr>
<td>Policy Briefing Note</td>
<td>October 25th</td>
<td>10%</td>
</tr>
<tr>
<td>Critical Analysis Assignment</td>
<td>November 22nd</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam (Cumulative)</td>
<td>December 6, 6:00-9:00 PM</td>
<td>40%</td>
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</table>

- **Class participation and attendance (10%)**: Showing up matters and we will take attendance. Ask questions and participate actively in weekly group discussions. Notify us 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 (20%)**: Discussion groups will be formed (through random selection) on September 13. 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 September 13. 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 September 13. **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.**

- **Critical Analysis (20%)** – Each student will submit a critical analysis of an article from the Canadian Journal of Political Science. The analysis must be 3-5 pages in length, double spaced. A critical analysis is evaluative in form; it is not a summary. You should reflect on the content of the article including asking questions like: “What argument is the author trying to make?” “Are her/his arguments convincing?” “Why or why not?” “How could have a different approach or different considerations change the results of the article?” Your analysis must include the following: identification of the article’s thesis statement; discussion of the article’s strengths and weaknesses; and an assessment of the article’s contribution to our understanding of Canadian government. In other words, what does this article contribute to what we are discussing in class. The critical analysis will be worth 20% of your final grade.
• Briefing Note Assignment (10%) – Briefing notes are a common work assignment throughout the public and non-profit sectors. Some briefing note topics/scenarios will be assigned on the September 20th class. You will then be required to write a briefing note for your “boss” that prepares her/him to understand and speak about the most pertinent areas of that topic. A briefing note is used to quickly inform the reader about a particular issue or situation. It should be clear, concise, and informative. A hand out with some writing tips on what to include will be included and we will discuss this in class as well. Your briefing note should be no more than two pages long. Include your bibliography on a separate sheet so we can tell where you got your information.

• Final Exam (40%): A three-hour final, closed-book exam, consisting of definitions and essay questions, will take place on the last day of class. Exam preparation will be on the second last class.

RECORDING OF LECTURES:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course 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 content author(s).

ABSENCES AND LATE PENALTIES

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

Written assignments must be submitted at the end of class on the dates on which they are due. You may not submit your assignments electronically. 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 you should be prepared to be penalized one grade (a “plus” or “minus”) per day, including weekends.

CELL PHONES/COMPUTERS:

Students are welcome to use computers for taking notes or other learning-related tasks. Cell phones are to be turned off, especially during group discussions.

ACCESS TO REPRESENTATIVE COURSE MATERIAL:
Course time will be spent preparing for the midterm and final exams, including sample exam questions. Separate documentation will be provided for written assignment preparation.

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: 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>4.0</td>
<td>Good to very good: 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>A-</td>
<td>3.7</td>
<td>Satisfactory: 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>B+</td>
<td>3.3</td>
<td>Minimally satisfactory: Limited familiarity with the subject matter; insufficiently developed critical and analytic skills; writing and organizational skills are weak.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Marginal: Limited evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; poor writing and organization skills.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Inadequate:</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory:</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimally satisfactory: Limited familiarity with the subject matter; insufficiently developed critical and analytic skills; writing and organizational skills are weak.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Marginal: Limited evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; poor writing and organization skills.</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; poor writing and organization skills.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>0.0</td>
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</tbody>
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COURSE SCHEDULE:

Week 1

September 6
- Course Introduction (Getting to know one another/syllabus review)
- Formation of discussion groups
- "Fish bowl" discussion group prepared for September 13
- Required Reading for September 13:
3) Epperson, Brent. Notes on facilitated discussions: questioning and reframing techniques (available on eClass).

Week 2

September 13

- Lecture: Canada’s political culture
- “Fish bowl” discussion group
- Assignment of discussion group leaders for September 20
- Required Reading for September 20:

Week 3

September 20

- Lecture: Canada’s political parties and elections
- Explanation of the Briefing Note and Critical Analysis Assignments
- Discussion groups
- Assignment of discussion group leaders for September 27
- Required Reading for September 27:

Week 4

September 27

- Lecture: Aboriginal Rights
- Discussion groups
- Assignment of discussion group leaders for October 11
- Required Reading for October 11:

Week 5

October 4

- Lecture: The Executive
- Discussion groups
- Assignment of discussion group leaders for October 11
- Required Reading for October 11:

Week 6
October 11

- Lecture: Parliament
- Discussion groups
- Assignment of discussion group leaders for October 18
- Required Reading for November 1:

Week 7

October 18

- Lecture: Federalism
- Discussion Groups
- Assignment of discussion group leaders for October 25
- Required Reading for October 25:

Week 8

October 25

- BRIEFING NOTE DUE
- Lecture: Patriation
- Discussion groups
- Assignment of discussion group leaders for November 1
- Required for November 1:

Week 9

November 1

- Lecture: The Charter and Courts
- Discussion groups
- Assignment of discussion group leaders for November 8
- Required for November 8:

Week 10

November 8

- Lecture: Constitutional Reform
- Discussion groups
- Assignment of discussion group leaders for November 22
- Required reading for November 22:

Week 11

November 15: Reading Week (No class)

Week 12

November 22
• CRITICAL ANALYSIS DUE
• Lecture: We Are Demos
• Discussion groups
• Assignment of discussion group leaders for November 29

Week 13

November 29
• Lecture: Exam Preparation
• Discussion groups

Week 14

December 6: ***Final Exam (in class, Tory 1-125, 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/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx ) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

PLAGIARISM AND CHEATING
All students should consult the “Truth-In-Education” handbook or website (http://www.uofaweb.ualberta.ca/TIE) regarding the definitions of plagiarism and its consequences when detected. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs, consult http://www.uofaweb.ualberta.ca/TIE. Also discuss this matter with any tutor(s) and with the instructor.
### EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR
(UPDATED EFFECTIVE APRIL, 2008)

#### 30.3.2(1) Plagiarism

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

#### 30.3.2(2) Cheating

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

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

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

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

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

#### 30.3.6(4) Misrepresentation of Facts

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

#### 30.3.6(5) Participation in an Offence

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

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

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

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

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

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<td><strong>30.3.2(2) Cheating</strong></td>
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<td>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.</td>
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<td><strong>Cheating (Continued)</strong></td>
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<td><strong>30.3.6(4) Misrepresentation of Facts</strong></td>
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<td>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.</td>
</tr>
<tr>
<td><strong>30.3.6(5) Participation in an Offence</strong></td>
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<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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More information can be found at: [http://www.osja.ualberta.ca/en.aspx](http://www.osja.ualberta.ca/en.aspx)
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 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 30.3.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

PROFESSOR STEVEN PENNEY
CHAIR, CAMPUS LAW REVIEW COMMITTEE

DR STEVEN DREW
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: 27/08/2015

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