UNIVERSITY of ALBERTA

POLS 499: Honors Seminar (2017-18)
Friday 1:00-3:50 / Tory 10-04

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COURSE DESCRIPTION

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

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

CLASS FORMAT

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

CONSULTATIONS WITH INSTRUCTORS (AKA, "Office Hours")

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

COURSE TEXTS

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

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

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

• **Honors Essay Assignment:** 70% of course grade.

  Students must complete their honors essay and submit it to their supervisor by Friday, April 13, 2018. Students’ supervisors will grade this component of the course.

• **POLS 499 Seminar Participation:** 30% of course grade.

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

  • **Honors Essay Work Plans:**
    All students will be expected to produce and submit a “work plan” by Tuesday, September 19. These work plans will be reviewed by the instructor, shared with supervisors, and discussed during small group workshops on Friday, September 22. Further details are provided below.

  • **Mini Research Proposals:**
    Students who have changed their honors essay topic since completing their essay proposal for POLS 399 will be expected to produce a “mini research proposal” by Monday, September 25. The mini proposals will be reviewed by the instructor and shared with supervisors. Students who complete a mini proposal will be asked to give a short informal presentation summarizing that proposal in class on September 29.

  • **Presentations & Workshops:**
    Students will be expected to give both informal and formal in-class presentations. Some presentations will be organized as workshops for which students will submit a piece of written work that can be read by other members of the class in advance of class. Further details are provided below.

  • **Mini Conference Presentations:**
    Students will finish the year by presenting their honors essay at the annual Honors Class Mini Conference, which will be held on March 16 & 23 (tentative).
If we decide to once again have graduate student discussants, a completed draft of your honors essay will need to be submitted by roughly one week prior to the date of your presentation. Additional information will be shared with the class as the date of the conference approaches.

**ASSIGNMENT DETAILS**

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

**(a) HONORS ESSAY WORK PLANS**

All students are expected to complete a work plan and submit it via e-mail to the instructor by Tuesday, September 19. The work plan should contain the following:

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

On September 8 some class time will be dedicated to discussing the work plan assignment.

**(b) MINI RESEARCH PROPOSAL INSTRUCTIONS**

All students who have changed their topic or made significant adjustments to the focus, research questions, or approach to be employed in their honors essay project should complete the mini research proposal. Mini research proposals should be submitted to the instructor via e-mail by Monday, September 25. Note that students will be asked to give a short informal presentation summarizing their mini proposal in class on September 29.

The mini proposals should be organized as follows:

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

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

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

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

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

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

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

8. **Work plan:** Remember, a completed draft may be required a week prior to the mini conference, and the final version of your honors essay must be submitted to your supervisor by April 13. Working backward from those dates, create a time line for completing your research and writing. – This can be in point form, or put into a table or calendar. The goal is a visual depiction of what you will be doing when.

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

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

During the course of the fall and winter term, each student will be expected to give two oral presentations and participate in ‘workshop’ sessions that involved students reading and commenting on the work of classmates. When giving presentations, students are encouraged to use PowerPoint (or some other presentation software) to enhance the attractiveness and clarity of their presentation.

- **Open Presentations on Your Research (October 13, 20, & 27):**
  - The topic is open. Students are encouraged to consider giving a presentation on, for example, a challenging concept they have been attempting to understand, a theoretical perspective they are using in their honors essay, a unique research challenge they are trying to overcome, a major decision they are grappling with regarding the focus or organization of their honors essay, a particular scholar’s perspective on their research topic, or something else along these lines.
  - Take some time to do some ‘free writing’ about the subject matter of your presentation before planning your presentation.
  - Plan your presentation to ensure you can be clear and effective in covering the material you want to cover in approximately 10 minutes.
  - Prepare your PowerPoint slides.
  - Following your presentation there will be time for class discussion.

- **Workshop sessions (November 3, 10, & 24)**
  - Students will be assigned to three groups of 6 or 7.
  - At each workshop session the group will review and discuss the work of 2 (or 3) students.
  - The students whose work is being discussed will kick off the discussion by commenting on the selection they shared with the group.

- **Presentations of Draft Chapters (January 19, 26, & February 2):**
  - Select a subsection (or ‘chapter’) of your honors essay.
  - Submit the relevant section of your essay to the instructor approximately one week in advance of your presentation. The instructor will send your written work to a few of your classmates so they can offer carefully considered comments on your work.
  - Plan your presentation to ensure you can be clear and effective in covering the material you want to cover in approximately 10 minutes.
  - Prepare your PowerPoint slides.
  - Following your presentation there will be time for class discussion, with one of the students who read your work kicking off that discussion.

Some class time will be dedicated to discussing presentation skills and, importantly, the subtle art of providing constructive feedback on other students’ written work.
(d) MINI CONFERENCE PRESENTATION

All honors students are expected to participate in the Honors Mini Conference, tentatively scheduled for March 16 & 23, 2018. These presentations will be approximately 15 minutes in length, and will be delivered to an invited audience of students and faculty members. Graduate student discussants may be asked to comment on the papers and presentations given at the mini conference.

Prior to the Honors Mini Conference we will discuss presentation techniques and the challenge of answering questions and responding to a discussant (is we have them).

ONLINE OPEN ACCESS ARCHIVE OF POLS HONORS ESSAYS

The UofA Library has established a Department of Political Science Honors Essays collection within the Education & Research Archive (ERA). Honors students are encouraged to post their honors essay in this collection. Instructions for posting your honors essay are provided near the end of this syllabus.

COURSE SCHEDULE

The seminars are designed to support you in your work on your honors essay and provide a forum for growing as political scientists. Students will be expected to volunteer to give presentations, but time may also be dedicated to discussing research challenges, learning about grad school opportunities, discussing career options, and other matters relevant to you as political scientists.

POLS 499 is a 6 credit course, but the number of classes will be closer to that of a 3 credit course. The following course schedule indicates when seminars will be held and tentative plans for some of those seminars.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activity Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 8</td>
<td>Introduction</td>
</tr>
<tr>
<td>Sept. 22</td>
<td>Discussion of work plans (small groups)</td>
</tr>
<tr>
<td>Sept. 29</td>
<td>Mini proposal presentations</td>
</tr>
<tr>
<td>Oct. 13, 20, &amp; 27</td>
<td>Open presentation on your research</td>
</tr>
<tr>
<td>Nov. 3, 10, &amp; 24</td>
<td>Workshop session (small groups)</td>
</tr>
<tr>
<td>Jan. 19, 26, &amp; Feb. 2</td>
<td>Presentations of Draft Chapters</td>
</tr>
<tr>
<td>March 2</td>
<td>Conference preparation &amp; planning the ‘final push’</td>
</tr>
<tr>
<td>March 16 &amp; 23</td>
<td>Mini conference!</td>
</tr>
<tr>
<td>April 13</td>
<td>Submission of completed honors essays (no class)</td>
</tr>
</tbody>
</table>
GRADING SCHEME

All grades will take the form of a letter grade, and the weighted average of your grades on the various components of the course will determine your final grade. The table below provides an overview of the grading scheme. A detailed explanation of the instructor’s grading scheme—the expectations associated with the various letter grades—can be found at the end of this syllabus. Please keep in mind, however, that your completed essay is being evaluated by your supervisor.

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

ACCESS TO PAST or REPRESENTATIVE EVALUATIVE COURSE MATERIAL

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

LATE PENALTIES, PLAGIARISM & ACADEMIC HONESTY

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

NOTE: Since your honors essay is submitted to your supervisor rather than to the POLS 499 instructor, you should speak with your supervisor if you are having trouble submitting the finished essay by April 13, 2018.
Plagiarism & Academic Dishonesty: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) 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.


SUPPORTIVE LEARNING ENVIRONMENT

The Faculty of Arts is committed to ensuring that all students are able to learn in an environment that is safe and free from discrimination and harassment. Behaviour that undermines that environment is not tolerated. Anyone who feels this policy is being violated is urged to discuss the matter with the person whose behaviour is causing concern or, when that discussion is either inappropriate, threatening or unsatisfactory, to discuss the matter with the Chair of the Department.

For advice or assistance regarding this policy contact the Student Ombudservice: http://www.ombudservice.ualberta.ca.

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

RECORDING OF SEMINARS & PRESENTATIONS

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

SPECIALIZED SUPPORT & DISABILITY SERVICES

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

- Web: http://www.ssds.ualberta.ca
- E-mail: ssdsrec@ualberta.ca --- Phone: 780-492-3381

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

ACADEMIC SUPPORT FOR STUDENT SUCCESS

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

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

STUDENT SUPPORT SERVICES

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

- Distress Line: 780-482-4357
- Counseling Services: http://www.mentalhealth.ualberta.ca
- 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/
- Bursaries & Emergency Funding: http://www.ubef.ualberta.ca

POSTING YOUR HONORS ESSAY ON 'ERA':

Instructions for posting your honors essay in the library’s online open access access archive are provided at the very end of this document.
<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Attendance</th>
<th>Reading / Preparedness</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range</td>
<td>Always</td>
<td><strong>Fully Prepared and Engaged:</strong> Has completed and thought about the readings; makes effective use of the readings in discussion; makes use of personal experiences and existing knowledge by relating such anecdotes and background information to the themes of the readings.</td>
<td><strong>Excellent:</strong> Leads discussion; offers analysis and insightful comments; takes care to listen to others and not dominate discussions; expands discussion by regularly making reference to assigned readings as well as to current events, personal experiences and existing knowledge; actively asks questions. <em>(This is the standard expectation of graduate students.)</em></td>
</tr>
<tr>
<td>B range</td>
<td>Almost always</td>
<td><strong>Prepared and Engaged:</strong> Has completed most or all the assigned readings; provides competent analysis of, or comments on, the readings with limited prompting; makes some use of personal experiences and existing knowledge, but doesn’t always connect such anecdotes and information to core themes of the readings.</td>
<td><strong>Good to Very Good:</strong> Clear, thoughtful and often insightful comments and questions; willing and able to be a frequent contributor to discussions; willing and able to expand discussion by relating readings to current events, personal experiences and existing knowledge; asks questions.</td>
</tr>
<tr>
<td>C range</td>
<td>Frequent</td>
<td><strong>Somewhat Prepared, but Not Actively Engaged:</strong> Displays familiarity with most readings; does not regularly refer to readings in discussion; fails to relate readings to personal observations or existing knowledge; participates, but often requires prompting.</td>
<td><strong>Satisfactory:</strong> Willing to participate, but clear and insightful comments are sporadic; often requires prompting before speaking; less willing to expand the conversation or ask questions. <em>(This level of participation is not satisfactory for graduate students)</em></td>
</tr>
<tr>
<td>D range</td>
<td>Occasional</td>
<td><strong>Unprepared and Disengaged:</strong> Little apparent familiarity with assigned readings; lack of willingness to participate.</td>
<td><strong>Marginal:</strong> Unwilling to participate actively in discussion; remarks often marred by misunderstandings; unhelpful and unwilling to listen.</td>
</tr>
<tr>
<td>F</td>
<td>Rare</td>
<td><strong>Clearly Unprepared:</strong> Unfamiliar with readings; very limited or no participation.</td>
<td><strong>Unacceptable:</strong> Rarely speaks; unhelpful.</td>
</tr>
<tr>
<td>Grade Point</td>
<td>Letter</td>
<td>Percentage Grades</td>
<td>Definitions</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
</tbody>
</table>
| 4.0         | A+     | 90-100%          | **Excellent to Exceptional** -

*TEST: Superior grasp of the course material. Extremely thorough answers that make impressively thoughtful use of information from readings, cases, and examples. Very insightful, clear, and convincing answers.*

| 4.0         | A      | 85-89%           | **Excellent** -

*ESSAY: Extremely clear, focused and well-developed argument. Impressive depth and breadth of knowledge of the subject matter. Demonstrates a clear command of relevant concepts and theories. Some degree of originality or creative and independent thinking. Extremely thorough and effective research effort. Excellent writing.*

*Note: At the graduate level it is expected that most students will produce 'excellent' work.*

| 3.7         | A-     | 80-84%           | **Very Good** -

*TEST: Clear command of the course material. Answers go well beyond providing the bare essentials by, for example, being extremely thorough, making direct reference to readings and lecture material, or providing good examples. Thoughtful, clear and convincing answers. Solidly above average.*

*ESSAY: Very clear, focused, and well-developed argument. Impressively thorough knowledge of the subject matter. Solid understanding of relevant concepts and theories. The thoroughness and effectiveness of the research effort is beyond standard expectations. Clearly better than average argumentation and writing.*

| 3.0         | B      | 73-76%           | **Good** -

*TEST: Good grasp of the course material. Answers go beyond providing the bare essentials by making good use of references to readings, lecture material and seminar discussions, or examples. Clear and convincing answers.*

| 2.7         | B-     | 70-72%           | **Good** -

*ESSAY: Clear, focused, and well-developed argument. Thorough knowledge of the subject matter. Solid understanding of relevant concepts and theories. 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 in or continuing toward doctoral studies.*
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfactory to Fully Satisfactory</strong></td>
<td></td>
</tr>
<tr>
<td>2.3 C+</td>
<td>67-69% (68%)</td>
</tr>
<tr>
<td><strong>TEST</strong>: Basic grasp of course material. Expectations are met in that the essential components of competent answers to the questions are all there. The depth of understanding and quality of analysis is entirely acceptable, but not impressive. Reasonably clear and convincing answers.</td>
<td></td>
</tr>
<tr>
<td><strong>ESSAY</strong>: Clear, but underdeveloped argument. Demonstrates a competent level of knowledge of the subject matter. Satisfactory grasp of relevant concepts. Requirements of assignment fully satisfied. Satisfactory argumentation, research and writing.</td>
<td></td>
</tr>
<tr>
<td><strong>Note</strong>: At the graduate level a grade of C+ is considered minimally satisfactory. Grades of C or below are insufficient to receive credit in a course.</td>
<td></td>
</tr>
<tr>
<td>2.0 C</td>
<td>63-66% (65%)</td>
</tr>
<tr>
<td><strong>Minimally Satisfactory</strong></td>
<td></td>
</tr>
<tr>
<td>1.7 C-</td>
<td>60-62% (61%)</td>
</tr>
<tr>
<td><strong>TEST</strong>: No more than a minimally satisfactory grasp of the course material. Only the most obvious of expectations are met in that the essential components of answers to the questions are all there. The depth of understanding and quality of analysis are below average.</td>
<td></td>
</tr>
<tr>
<td><strong>ESSAY</strong>: Signs of weakness in argumentation. Demonstrates a competent level of knowledge of subject matter. Satisfactory grasp of relevant concepts. Requirements of assignment basically satisfied. While the argumentation, research and writing are satisfactory, they are of below average quality.</td>
<td></td>
</tr>
<tr>
<td>1.3 D+</td>
<td>55-59% (57%)</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TEST</strong>: Something is missing or problems exist. Answers fall short of expectations. Answers demonstrate a grasp of the course material, but clear gaps in understanding are evident. Limited analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>ESSAY</strong>: Lack of clarity or consistency in argumentation. Slightly better than minimal knowledge of subject matter and relevant concepts. Limited ability to use course material or research techniques to satisfy standard expectations. Requirements of assignment not fully satisfied. Less than satisfactory argumentation, research, and writing.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Grade</td>
</tr>
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<td>-------</td>
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</tbody>
</table>
| 50-54%| D     | **Minimally Acceptable** –  
**TEST:** Clear problems exist regarding the depth of understanding and quality of analysis. Answers fail to provide the essential components of a satisfactory answer, but manage to demonstrate a limited understanding of relevant course material.  
**ESSAY:** Lack of clarity or consistency in argumentation. Demonstrates no more than minimal knowledge of the subject matter and relevant concepts. Very limited ability to use course material or research techniques to satisfy expectations. Requirements of assignment not fully satisfied. Minimally acceptable argumentation, research and writing. |
| 0-49% | F     | **Unacceptable / Failure** –  
**TEST:** Substantial problems exist regarding understanding course material. Answers fail to provide the components of a minimally satisfactory answer.  
**ESSAY:** Unclear or missing argument. Fails to demonstrate knowledge of the subject matter or ability to use basic research techniques. Fails to fulfill requirements of the assignment. Unacceptable argumentation, research and/or writing. |

**NOTE:** While consistent with university policy regarding grading, not all faculty members would agree with all aspects of this grading scheme.
CODE OF STUDENT BEHAVIOUR

Important excerpts from the Code of Student Behaviour:

30.3.2(1) Plagiarism

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

30.3.2(2) Cheating

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

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

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

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

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

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript. (EXEC 04 MAY 2009)

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.
INSTRUCTIONS - Posting your Honors Essay to the Online Open Access Archive of POLS Honors Essays

Posting papers to the collection will not be mandatory. The decision to post (or not) is left to the individual student.

If you wish to post your essay, but also have plans to publish the essay in something close to it's original form, you should note that a small percentage of academic journal publishers -- the library estimates <15% -- will not publish papers that are archived in a database that is searchable and publicly accessible, like the ERA. It is your responsibility to think about whether you want to publish your paper in something close to its original form and, if so, to look into the publication policies of the publisher in question.

If you wish to post and share your honors essay so that it can be accessed and downloaded by interested readers, simply follow these instructions:

ERA: Education and Research Archive is the University of Alberta's institutional repository, and is used to showcase research produced at this institution and to share it openly when possible so that anyone on the web can access and download the works.

A collection called Department of Political Science Honors Essays has been created in ERA, and you may choose to contribute to it.  
https://era.library.ualberta.ca/collections/gm80hz15j

To add your items to ERA, please do the following:

1. Go to the ERA main page:  
https://era.library.ualberta.ca/

1. On the right-hand block you will see a link called "Upload Your Research". Click.

2. Go to ERA's login page and log in using your CCID and password:  
https://era.library.ualberta.ca/users/sign_in

3. On the next page, read the entire Deposit and Distribution Agreement and click the "I have read and do agree" button.

4. Ignore any 'Special File Types' box.

5. Choose 'select files'. Find the file you want to upload, clicking "OK" or "open" depending on whether you are using a PC or a Mac.

6. Click 'Start Upload'. You will see a progress bar. Wait until it completely finishes. When it's done, it will send you to the next page.
7. On the next page, describe your item. This section should be self-explanatory until the 'Choose your license' option.

8. ERA is an open access archive. This means that materials in ERA are available to anyone on the internet with no requirement to sign in. As author, you have the right to describe the Terms of Use for the work. ERA offers the use of Creative Commons licenses for this purpose, and the various licenses are available in the drop-down menu. For more information about Creative Commons Licenses, please see this website: https://creativecommons.org/licenses/. For example, if you choose Creative Commons Attribution Non-Commercial, this means that people must cite you as author of this work and no commercial use of this work is allowed without your permission.

9. Fill out the rest of the description fields if they are relevant to the item you are depositing.

10. Under 'Add Item to Communities and Collections', under Community, choose Department of Political Science. Under Collection, choose "Department of Political Science Honors Essays".

11. Under "Visible", choose Open.

12. Scroll to the bottom and hit save.

You should get a success notice after a minute or so.

If you need assistance, please email erahelp@ualberta.ca. The ERA HelpDesk can help you with any questions that come up regarding deposit.

Please note that the link in your browser when you access the file in ERA is a stable link. You can use it to share with others so that they can view the file.
**Excerpts from the Code of Student Behaviour**
**For Review with Each Class at the Beginning of Every Term**

### Procedures for Instructors Regarding

**Plagiarism, Cheating.**

**Misrepresentation of Facts and Participation in an Offence**

The following procedures are drawn from the *Code of Student Behaviour* as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean — or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

### 30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.

### Possible Sanctions

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

- **30.4.3(2) a.i** a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
- **30.4.3(2) a.ii** Reduction of a grade in a course
- **30.4.3(2) a.iii** a grade of F for a course
- **30.4.3(2) a.iv** a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
- **30.4.3(3) b** Expulsion
- **30.4.3(3) c** Suspension

The following sanctions may be used in rare cases:

- **30.4.3(3) e** Suspension of a Degree already awarded
- **30.4.3(3) f** Rescission of a Degree already awarded

### 30.6.1 Initiation of an Appeal

30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

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

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

*The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the *Code of Student Behaviour* and of student disciplinary procedures.

Updated: 27/08/2015
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.

30.3.2(1) Plagiarism

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

30.3.2(2) Cheating

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

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

Cheating (Continued)

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

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

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

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence

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

More information can be found at: [http://www.osja.ualberta.ca/en.aspx](http://www.osja.ualberta.ca/en.aspx)