I would like to thank you for your important contribution to undergraduate education and the positive experience of our students here at the Faculty of Social Sciences. I am here to support your efforts in whatever way I can so that the teaching experience is satisfying and enriching for both you and your students.

A joint effort between Linda Pietrantonio, Jenepher Lennox Terrion and members of the Undergraduate Studies Committee (USC), this handbook was developed as a helpful resource for all professors at the Faculty of Social Sciences.

If you have any concerns or questions on how to interpret any academic regulations or for any clarifications on the various policies, procedures and practices outlined in this handbook, please contact the person responsible for undergraduate programs at your academic unit. You can also consult the head of your unit or your unit’s support staff. The staff at the Office of the Vice-Dean of Undergraduate Studies and I are also available to assist you. Please don’t hesitate to contact these resource persons if necessary.

I recommend you also take some time to read the article *Tools to engage today’s student*, on the next page, which discusses some interesting practices to promote excellence in teaching.

I wish you the very best in your teaching activities and initiatives.

Vicky Barham
Vice Dean of Undergraduate Studies and External Affairs
Tools to Engage Today’s Students

As a professor, the better you understand your students the more you enhance their learning and your own teaching experience. Today’s postsecondary students differ immensely from the generation teaching them. Differences in perception can present an obstacle for the professors—engaging the students in and out of the classroom. Twenge (2013) states that today’s students are more likely to overestimate their capabilities, to read shorter documents rather than long ones, to rely on peer evaluations and to expect better results with less work.

Dr. Simon Beaudry is a professor in the School of Psychology, Senior Manager of the INSPIRE Human Behaviour Lab at the University of Ottawa and the recipient of the Part-Time Professor of the Year Award in 2014. He says that supporting your students’ psychological needs is the key to changing their motivation. He offers tools to create an optimal learning environment for students of this young generation. Based on Edward L. Ryan and Richard M. Deci’s (2000) seminal work on motivation, Beaudry (2015) suggests, in a presentation given at uOttawa, that we need to build students’ autonomy (self-directedness), competence (a sense of mastery), and relatedness (connection to others). Listening to your students, giving them time to complete their tasks their own way and to explain their reasoning, offers an environment to allow them to develop their autonomy. Constructive and regular feedback, inquiry-based activities and believing in your students allows them to expand on their capabilities and competence. Open discussions, teacher-student and student-student collaboration, and expressing enthusiasm and empathy make students feel welcome and help to develop their relatedness within the group. Using these tools as a base can be very fruitful in your teaching practice and enhance your experience as a professor. At the same time, you will give the students the opportunity to succeed within the course while optimizing their motivation. This relation between prof and student establishes a good base for the development of this optimal environment.

Dr. Jenepher Lennox Terrion is a professor at the Department of Communication, holder of the 2013 Chair of Teaching and recipient of the Excellence in Teaching Award in 2012 at the University of Ottawa. Her research focuses on the importance of the professor-student relationship within the classroom. This rapport can have positive repercussions on the attitude, motivation and perhaps even academic results of students. She suggests, in her TedxTalks presentation at uOttawa, that if students notice an interest from the prof and that he or she cares about their learning, they will be more likely to take risks and try new things: imperative for learning.

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Dr. Smart, Dr. Kelley and Dr. Conant are marketing professors at Texas State University, California State University and Texas A&M University, respectively. Together, they have obtained a plethora of excellence in teaching awards throughout their professional career. Their research also explores the student-professor link. These professors suggest that the development of a fluid and open environment improves the satisfaction of students. It is very important to communicate effectively, to give current examples, to offer opportunities for students to apply their learning, and to encourage student participation. With a more relaxed environment, students can develop their autonomy, their competence and can feel welcome among the group.


Dr. Jeanette Norden (pictured above) is a Cellular and Developmental Biology professor in the School of Medicine and a Neuroscience professor at Vanderbilt University. She was recently a keynote speaker at the Kesarwani Conference (2015) at the University of Ottawa. In her teaching, she focuses not only on intellectual development, but also particularly on professional development. Her goal is to include students in the creation of knowledge to create an eagerness and passion for learning. She says it is less about the quantity of teaching, but the quality, the depth and comprehension of the material. She states: “Teach less, better”. Professors need to know that their actions within the classroom have an immense impact on the lives of their students.

Sophie Yelle
Fourth Year Student in Communication
Undergraduate programs are managed jointly with the individuals responsible for undergraduate programs in each of the Faculty’s academic units. Together they form the Undergraduate Studies Committee (USC) of the Faculty.

The mandate of the committee is to ensure the quality of the Faculty’s programs. The committee also plays an important role in implementing policies related to academics and the academic experience for all FSS undergraduate students. The roles and functions of this committee are laid out under the Governance tab on the Faculty’s website.

This guide provides you with the information you need to carry out your teaching functions.

Getting Started

Organized in order of the activities you’ll undertake—from creating your course syllabus to holding final exams and submitting marks, this document contains helpful information on policies and procedures related to teaching at the undergraduate level and should be considered your main source of information.

To directly access the section that interests you, just left-click the picture.

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- How to identify a student in distress
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- Protection services
1. YOUR COURSE

IMPORTANT DATES:
Be sure to consult the list of important academic dates and deadlines when planning your courses. The list includes holiday dates, deadlines for course registration and withdrawal, term start dates, etc. Click HERE for more information.

COURSE DURATION:
All classes must begin and end at the time indicated in the official timetable. Please do not give students extra time during in-class evaluations: the professor whose class starts ten minutes after your class is scheduled to end may also have an exam taking place on the same day.

TEACHING AND COURSE EVALUATION:
All courses involving at least nine contact hours with the same professor will be subject to an evaluation by students and the teaching method used. Evaluation takes place online via the Blue platform, towards the end of term, on a date that you choose during the designated time period. Faculty members are asked to allocate 20 minutes of class time for students to complete their course evaluation, and must leave the classroom while the evaluation is taking place. Click HERE for more information.

DID YOU KNOW?

→ ONLINE COURSES
A fully online course, managed by the professor, sometimes with the help of a teaching assistant.

Contact with the professor can be by email or chat or via discussion forums or threads.

→ BLENDED COURSES
Hybrid learning through a blending of Campus and online educational environments.

Combination of in-person learning activities and online learning activities.

→ DIRECTED RESEARCH COURSES
The Directed Research in Social Sciences SCS 4150 is a three credit elective course.

This course is an excellent opportunity for undergraduate students to participate, individually or in a small group, in the ongoing research activities of a regular professor in the Faculty of Social Sciences.

Directed Research opportunities are offered every term.

BILINGUALISM:
As a bilingual institution, the University of Ottawa has a policy on bilingualism: « [...]Except in language courses and courses offered by the French and English departments and in programs where exceptions has been approved by the Senate, all students have the right to produce their written work and to answer examination questions in the official language of their choice. [...] » Click HERE for more information.

It is preferable for the required readings for your course to be in the official language of the course. If readings in the other official language are assigned to students, explain the essential information in class in the official language of the course so students are not at a disadvantage when it comes to exams.
REGISTRATION, WITHDRAWAL AND ENROLLMENT CAPS:
Students who want to change courses or course sections or withdraw from a course must do so by the deadline published online in the list of important academic dates and deadlines and follow the official procedure for doing so.

Students whose names do not appear on your class list are NOT officially registered for the course. These students MUST register for the course as soon as possible.

All course or section changes made by students are dependent upon the number of places available and allowed in a course and on the student’s having completed any course prerequisites.

The number of students able to register in a given course is determined jointly by the academic unit and the Vice-Dean, and must meet safety and security regulations. Professors are not authorized to approve special registration requests or sign any document providing special access to a course.

STUDENT RESPONSIBILITIES CONCERNING ACADEMIC AFFAIRS:
« […]
- attend classes; […]
- become familiar with, and respect sessional dates, academic regulations and procedures; […]
- understand what constitutes academic fraud and plagiarism; […]
- regularly consult InfoWeb to confirm registration, final grades and grade reports produced at the end of each session;
- respect the policy on computer and network use;
- regularly consult their e-mail at the address assigned (@uottawa.ca), which the University will use in all communications with students;
- consult with the Access Service who will make the necessary accommodations for special needs based on established policies; […] ». Academic Regulation 8.3

IMMERSION PROGRAM:
Some of our students are enrolled in the French Immersion regime. To meet the needs of these students, a number of our first and second year courses have an accompanying course which provides linguistic support. For this reason, a language instructor may attend your class.

Q: A student registered in my course has not attended many classes so far this term. How should I evaluate the student’s class participation?

A: If you plan to assign grades for attendance or participation, the criteria for determining these grades MUST be explicitly stated in your course syllabus. If you penalize students for being absent, you must have a reliable way of taking attendance and be sure to explain it to your students.

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613-562-5905

UNDERGRADUATE STUDIES OFFICE
Room FSS 3010
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613-562-5709
2. YOUR COURSE : YOUR SYLLABUS

University academic regulation 8.5 outlines requirements related to the course syllabus. The regulation states:

- Professors must supply a course syllabus during the first meeting with the students at the beginning of each course. This course syllabus must include:
  - The course description approved by the Senate
  - General and specific objectives of the course
  - Teaching methods
  - Evaluation methods and distribution of grades
  - A list of required and recommended readings
  - A calendar of activities and evaluations
  - Your contact information and office hours
  - A reference to the regulation on plagiarism and academic fraud

The specific details in a course syllabus not only inform the students what knowledge and skills they can expect to learn, but also cut down on mixed messages and misunderstandings when challenges or unforeseen circumstances come about. For instance, if a student appeals a final grade, the course syllabus becomes a key source of information.

Please, note that you must mention in your course syllabus what exactly students are expected to read for each class.

In 2017, the Faculty Council decided to make it obligatory to use the Faculty's course syllabus template in all undergraduate courses. The template can be found at the end of this handbook.

DID YOU KNOW?

→ After you’ve submitted a copy of your syllabus to your academic unit and prior to the first day of classes, post your syllabus in Virtual Campus. Students will be able to access this document from there.

Please click HERE to login to Virtual Campus

→ Once your syllabus is posted, please complete a Notice of Examination for each course, indicating the dates of midterm exams, quizzes and any other in-class evaluations.

Please click HERE to login to Ventus Professor Portal

→ If you wish to change the due date for a take-home exam or its format, all students registered in the course must agree and you must obtain the signature of each one.

→ Due dates for any final take-home exams must be during the official examination period (see list of important academic dates and deadlines).
PLANNED AND UNEXPECTED ABSENCES BY PROFESSORS:
If you know that you are going to be away on a specific date during the term, you must complete and submit a Vacation and Authorized Absence from Campus Request. Your request will be reviewed by your director and subsequently by the dean.

You must indicate the arrangements you’re planning to make for your class during your absence, such as having another professor give the class, preparing an online lecture, inviting a guest speaker, etc. As a general rule, you cannot ask a graduate student to fill in for you.

If your request is approved, you must include the information in your syllabus.

OFFICE HOURS AND AVAILABILITY:
You must indicate in your course syllabus your weekly office hours. The secretariat of each academic unit posts your office hour schedule outside your office.

Office space is available for part-time professors for the purpose of holding office hours. It can be reserved by contacting the academic unit offering the course.

TO DO ON THE FIRST DAY OF CLASS:
In order to avoid misunderstandings or ambiguity related to course requirements and your expectations, we advise you to go over the syllabus with your students on the first day of class and provide each student with a revised version if you make any changes during the term.

Q: I need to cancel a class because of illness. What is the procedure for doing so?
A: Notify your department as soon as possible and send a message to all students in the class in Campus Virtual. You cannot make up the class at the end of the term; the class time will be forfeited.
3. YOUR COURSE: LOGISTICS

VIRTUAL CAMPUS POWERED BY BRIGHTSPACE:
Virtual Campus is an online system for managing courses. With this system, you can communicate with your students; provide helpful resources, and also post announcements, syllabi, course slides, mandatory and supplementary readings, and grades.

Students can make changes to their course selection during the first three weeks of each term. So be sure to check Virtual Campus to get your most current class lists.

DID YOU KNOW?
If you have any IT-related questions, please contact the IT help desk:
- at: 613-562-5800 ext. 6555
- via a service desk request: https://it.uottawa.ca/service-desk-request

The Teaching and Learning Support Service offers online resources for students and professors. You can also get assistance by stopping into the lab, located in VANIER HALL, room 1020.

For more information: https://tlss.uottawa.ca/site/connection-to-the-lms

COMPULSORY READINGS:
You are responsible for ordering the textbooks for your courses. You can order your textbooks via the bookstore of your choice. However, if you order your textbooks via the University Bookstore, the sales will have a direct and positive impact on the University’s students, as the Bookstore’s profits go towards student-related activities.

You can also order course packs, which must be produced by DocUcentre.

You will have to check if the room for your class is equipped for multimedia, since not all of them are. To get access to the podium or to rent multimedia equipment, please contact the Centre for Innovative Technologies in Education (CITE) located in Morisset Hall: room 014 - tel. 613-562-5900 - email: cite@uottawa.ca

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The University is subject to Ontario’s Freedom of Information and Protection of Privacy Act and can disclose only the following information on a student:
- student’s name
- student’s registration status
- student’s program
- the diplomas conferred by the University

No other information in a student’s record can be provided without the student’s written consent. This means also, that if a student requests a letter of reference from you, the student must first provide you with a completed Third-Party Authorization Form to Release Student Information.

For virtual tour of classrooms on campus, please click HERE

FSS LIBRARY (FSS 2010)
TEACHING ASSISTANTS (TA) / MARKERS:
Teaching assistants and markers are hired for certain courses. At the beginning of each academic year, units determine their TAs and markers requirements and hire students to fill these positions in keeping with the requirements of the current collective agreement.

If you have been assigned a TA or a marker, you will have to specify their tasks, the time required for each task, and complete an informal evaluation. Please, note that both you and the TA/marker are bound by this contract: you cannot add additional tasks without the agreement of the TA/marker.

Reminder: if you do not submit an informal evaluation then you cannot submit a formal complaint regarding the performance of your TA/marker, even if there is gross dereliction of duty later in the term.

The Faculty of Social Sciences has developed a professional training program for teaching assistants. Priority is given to Faculty of Social Sciences graduate students who are guaranteed a teaching or research assistantship. The program runs once a year, at the beginning of September. This four-hour training session is offered by Faculty of Social Sciences professors.

There are a number of additional training hours which are required by provincial law. This training is provided by the Central Administration, and TAs are paid for this time by Central. These additional hours are not part of the contract.

Reminder: TAs who haven’t completed the FSS training and will do so are to be paid for the time spent in training. As a result, the four hours for training must be included in their teaching assistant contract and on the Description of Duties and Allocation of Hours form.

EXCELLENCE AWARDS FOR TEACHING ASSISTANTS:
Professors from all of the Faculty’s departments and schools are eligible to recommend a teaching assistant whose work they consider exceptional for a Teaching Assistant Excellence Award by forwarding a letter of support to their director.

All units will be invited to select one of the candidates for the excellence award for teaching assistants. Recipients receive a $250 prize. Nominations must be submitted to the director of your unit, prior to March 1 of each year. Award recipients are notified prior to March 15.

Q: What do I do if my classroom door is still locked when I arrive?
A: During office hours, call the secretariat of your academic unit. Outside office hours, call Protection Services at 613-562-5499. You will be given an estimate of the time it will take for an officer to unlock the classroom door.

OFFICE OF THE VICE-DEAN
Room FSS 3001
Fssvdoyenvdean1@uOttawa.ca
613-562-5905

UNDERGRADUATE STUDIES OFFICE
Room FSS 3010
SocialSciences@uottawa.ca
613-562-5709
4. ASSESSING STUDENT PERFORMANCE

ASSESSMENTS REQUIREMENTS:
Unless otherwise authorized by the academic unit, each course includes a final exam or equivalent. The exam must take place during the official examination period. Course professors determine the format of the exam (written, oral, year-end essay, take-home, etc.).

- Written exams must be between two and three hours in length. Examination rooms are assigned by the Registrar’s office; your unit will advise you of the room number for your exams.
- Tests or assignments worth more than 10% of the final mark are NOT permitted during your final week of classes before the end of a term.
- Take-home exams MUST be due during the official examination period (see list of important academic dates and deadlines).
- The final exam, or its equivalent, CANNOT be worth more than 60% or less than 30% of the final grade. This means that there must be at least two evaluations in each course.

TIP: REDUCING WEAR AND TEAR
Many faculty members assign regular, small value assignments to encourage students to work regularly during the term; often, students are warned that late submission, for any reason, will result in a grade of zero for the assignment. Please be aware that if a student is unable to meet the deadline due to illness, and this claim is supported by a medical note, then your policy would be overturned if they challenge a zero grade at the Senate Appeals Committee. However, you can reduce wear-and-tear if students can take a ‘free pass’ on one of the assignments.

Final examination schedules are coordinated by the Registrar’s scheduling office and are prepared early in the term. Final exams must be scheduled during the official exam period indicated in the list of important academic dates and deadlines. The individuals supervising an exam must be present for the entire exam period.

DID YOU KNOW?

→ If you plan to give a take-home exam, you must advise your academic unit at the beginning of the term.

→ In keeping with Academic regulation 9.7, you must submit to your academic unit and at least two days prior to the date of the exam:
  ▪ copies of all exams
  ▪ instructions on how to administer the exam
  ▪ names of all exam assistants

→ When you use multiple choice tests to evaluate your students, you can use Scantron sheets, which can be corrected by DocUcentre.

→ The Faculty of Social Sciences has created a writing and style guide for university papers and assignments. However, professors can adopt their own writing guidelines, if desired.

→ The Student Academic Success Service has also developed online writing resources to help students when writing university papers.
SUPERVISION OF EXAMS:
During the official examination period, professors are responsible for supervising their exams. If you cannot be present due to extenuating circumstances, you must immediately contact the director of your unit, who will find a replacement exam supervisor. We strongly recommend professors or any other exam supervisors arrive at least 15 minutes before the official start time of the examination.

Once in the examination room, all students must sign the attendance sheet provided by the academic unit.

REQUEST FOR ASSISTANCE TO SUPERVISE EXAMS:
If you would like assistance in supervising your final, discuss your needs with the director of your academic unit at the beginning of the term.

EXAMINATION BOOKLETS:
Whenever possible, examination booklets should be used for exam answers. Unless otherwise specified, students must use both sides of each page in their examination booklets.

CONDUCT OF THE EXAMINATION – ACADEMIC REGULATION 1-9.4
(Approved by the Senate on April 3rd, 2017 and effective September 1st, 2017)

- Silence is compulsory in the examination room.
- Students must present their student identification cards upon request by the examination monitor.
- Students who arrive more than thirty (30) minutes after the examination has begun will not be allowed to write the examination.
- Students may not leave the examination room until one hour after the examination has begun.
- Students may not bring into or take away from the examination room any examination booklets.
- The only time students may leave the examination room with the intention of returning is to use the washroom. To do so they must leave their examination materials, student identification card and any electronic communication device to the designated sign out staff person. They must also sign out and sign back in, on the sheet provided.
- Students cannot receive a religious accommodation during the examination. (For religious accommodations, please consult Academic Regulation 15 - Religious Accommodations)
- Unless otherwise indicated in writing, the use of books, notes, mathematical tables, dictionaries or any other reference tools is not allowed.
- Students are prohibited from using electronic devices or any other communication tool that has not been approved beforehand.
- It is the student’s responsibility to verify which electronic devices or tools (e.g. calculators) are permissible for each examination.
- Any unauthorized electronic device or communication tool must be shut off, stored and out of reach.
- Anyone who fails to comply with these regulations may be subject to an academic fraud allegation.
- Students have the right to see, upon request and after they have been marked, their own examination booklets. This consultation must be done under supervision. Students shall not retain the original examinations or the examination booklets.

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Click HERE to access course and exam timetables
5. ACCOMMODATIONS

EXAM SCHEDULE CONFLICTS:
After informing students of the final exam date, you should advise students to report any conflicts in exam schedules to the Faculty’s undergraduate office. There are three types of valid exam schedule conflicts:

- Type 1: Two exams at the same time on the same day
- Type 2: Three exams within a 24-hour period
- Type 3: Two in-class exams back-to-back

For type 1 conflicts, the Faculty’s undergraduate office will contact the professor to discuss possibilities for accommodating the student.

For type 2 conflicts, the Faculty will proceed the same way as for type 1 conflicts, but only if requested by the student.

Type 3 conflicts are recognized for students with special learning needs only. In these cases, the Faculty will refer the student to Access Service.

The above exam conflict rules do not apply to:

- to take-home exams;
- conflicts between exam and travel schedules (train, plane, etc.); or any other situation the Faculty deems invalid;
- exceptional circumstances (fire, bomb scare, inclement weather, bridge closure, etc.) resulting in the cancellation or postponement of an exam during the official or supplemental exam period (for more details, please see academic regulation 9.7);
- misreading the exam schedule or forgetting about an exam.

SASS works collaboratively via the academic accommodation process to assess, establish, and implement appropriate academic accommodations for students who have a temporary or permanent disability. Students who need academic accommodations are encouraged to contact SASS as soon as possible.

DID YOU KNOW?

→ SASS – ACADEMIC ACkommodations

→ At the Faculty of Social Sciences, students who fail a course cannot write a supplemental exam.

→ Students who miss an examination must provide supporting documentation within five working days of the exam date in order for the absence to be considered justified. If a student is granted a DFR, the deadline for meeting the course requirements must not be more than 12 months after the end of the term in which the course took place.

→ Without a justification, you have the right to refuse an extension or a deferral, something you should outline in your course syllabus.

→ The University has specified various religious holidays that will be considered for religious accommodation purposes. A list of religious holidays and the conditions for granting a religious accommodation are available online.
EXAM ACCOMMODATIONS:
SASS – Academic Accommodations uses Ventus, an accommodations management application.

You must use Ventus if any of your students have a learning disability. Please take a couple moments to watch this short Ventus online tutorial for more information.

As mentioned in Part 2 of this manual, Professors must file a notice of examination online, via the Ventus Professional Portal, for each course, indicating the date of midterm exams, quizzes and any other tests.

If a student with accommodation needs is registered in one of your courses, you will receive an automatically generated message indicating the deadline for providing SASS – Academic Accommodations with your exams and other tests or assignments.

DEFFERALS:
Students can ask to be excused from attending an exam/test or to write an exam/test/assignment at a later date. To do so, they must complete and submit online a request for deferral form, along with a medical certificate and any other supporting documents.

For more information, please click HERE to read Academic regulation I-9.5.

Q: A student cannot make it to an exam due to illness. What do I need to do?
A: The student must submit a request for a deferral along with a medical certificate in order to be able to defer the exam. The Request for a Deferred Mark form is available online.
If there is a doubt about the authenticity of the medical certificate, you can request that it be validated. This is done through the Office of the Vice-Dean of Undergraduate Studies. Be aware that a note from the University of Ottawa Counselling Services is equivalent to a medical certificate from the University of Ottawa Health Services.

Q: A student cannot be present for a deferred exam on the agreed-upon date. How should I handle this?
A: Your academic unit can set another date for the student. If your academic unit refuses the student’s request, the student will be assigned EIN as a grade. However, if the student provides a valid medical certificate, you must set another exam date.

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613-562-5709
6. GUIDELINES REGARDING STUDENT EVALUATION

IMPORTANCE OF FIRST GRADED WORK:
Regulation 9.0 – Providing feedback prior to the withdrawal deadline, adopted by the Senate on April 8, 2013, states that professors are to assign, evaluate and return academic work that is worth at least 25% of the final course mark no later than one week prior to the deadline for withdrawal without academic penalty. When feedback cannot be provided before this date because of the nature of the course, be sure to clearly state this information in your course syllabus.

TERM PAPERS AND ASSIGNMENTS MEETING THE REQUIREMENTS OF MORE THAN ONE COURSE:
Academic regulation I-14 – Academic fraud clearly states that a student must obtain written authorization from the professor in order to submit work for a course that was previously submitted in another course. In exceptional cases, you can authorize a student to submit an assignment produced for another course on the condition that the content has been adapted to the new course according to clearly defined requirements.

NORMALIZATION OF GRADES:
Grade normalization is governed by academic regulation 9.1 – Normalization of grades, adopted in April 2009. This regulation states:

« The use of a predetermined distribution (statistical or otherwise) in order to determine the assignment of marks is contrary to the principles of evaluation endorsed by Senate. »

You must indicate any attendance requirements in your course syllabus. Students can be refused admittance to a final exam if they fail meet the course attendance requirements.

DID YOU KNOW?

→ **EIN**: Symbol used whenever a student has failed to complete a significant portion of the course assignments and/or examinations. This symbol is equivalent to a failing grade (F).

→ **ABS**: Symbol used when a student has not attended the course, has not submitted any assignment and has not advised the University, within the time limits specified in the list of important academic dates and deadlines, that the course was dropped. This symbol is equivalent to a failing grade (F).

→ **DFR**: Symbol used when a student has not completed the course requirements for a valid reason, and has an approved DFR request. The requirements must be completed by the date set by the Faculty. Professors are responsible for grading the paper or the exam and submitting the final grade.

If the Faculty does not receive a grade within 12 months of the end of the course, the grade «DFR» will be changed to an «EIN».
OFFICIAL GRADING SYSTEM – ACADEMIC REGULATION I-10:
The University of Ottawa’s official grading system is alphanumeric. It must be applied to all courses except in cases approved by the University Senate. In some instances, for example, the expected learning outcomes of a course require a Satisfactory/Not satisfactory or a Pass/Fail grading scheme.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Percentage value</th>
<th>Numeric value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>10</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
<td>8</td>
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<tr>
<td>B+</td>
<td>75-79</td>
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<tr>
<td>B</td>
<td>70-74</td>
<td>6</td>
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<tr>
<td>D+</td>
<td>55-59</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>40-49</td>
<td>1</td>
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<tr>
<td>F</td>
<td>0-39</td>
<td>0</td>
</tr>
<tr>
<td>EIN</td>
<td>Failure/Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>ABS</td>
<td>Absent</td>
<td>0</td>
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Other non-numerical grades – do not affect the student’s average

<table>
<thead>
<tr>
<th>CR</th>
<th>Credited course</th>
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<tbody>
<tr>
<td>NC</td>
<td>No credits</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>NS</td>
<td>Not satisfactory</td>
</tr>
</tbody>
</table>

Q: A student missed a final exam because he forgot, and the exam counts for 30% of the final mark and with 0/30 the student will fail the course. Do I give the student a 0 or do I give an EIN (Incomplete), which is an automatic fail?

A: You must assign a mark of EIN (failure/incomplete).
7. SUBMISSION OF GRADES AND REVIEW

SUBMISSION OF FINAL GRADES:
According to Academic Regulation 10 “Grading System” as well as clause 21.1.3 g in the APUO Collective Agreement and clause 5.2.2 in the APTPUO Collective Agreement, final marks must be submitted within 10 working days after the date of the examination. This applies also to the date specified for the submission of a take-home exam or final essay. Prior the end of each term, the Faculty’s Undergraduate Studies Office will send a reminder about submitting grades.

The Office of the Registrar completes a data capture 24 hours after the deadline for entering all final grades in the student information system. Many reports and lists are generated so that the academic records of all students at the Faculty can be reviewed. Hence the importance of meeting the official grade submission deadline. Delay in submitting final grades can result in various consequences for students, such as:
- Preventing fourth-year students from graduating
- Causing a student to lose a scholarship or bursary
- Jeopardizing a student’s admission to graduate studies

In addition, all delays in submitting grades create additional work for staff at the Faculty’s Office of Undergraduate Studies, who are in the process of starting a review of the academic standing of all undergraduate students at the same time.

The policy on communicating grades and returning work is available on the Registrar’s website. It outlines the University’s obligation to comply with Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) when collecting, using or sharing students’ personal information, including their grades. As such, the posting of final grades by student number on office doors (or elsewhere) is prohibited. Students will be able to consult their final grades via Info Web through their Student Centre.

DID YOU KNOW?

→ Never leave documents (including graded work or exams) containing a student’s personal information where they can be accessed or seen by others.

→ Students have the right to see, upon request and under supervision (Academic regulation I-9.4), their graded examination booklets. Therefore, you must retain all exams for a period of 12 months (Academic regulation I-9.8).

Please, note that secretariat staff cannot collect or return assignments or exams. If an assignment is corrected after the last class has been held and a student asks for the assignment, you can mail it to the student if the student provides a stamped, self-addressed envelope.

→ GRADE REVIEWS
All students have the right to request the review of a grade, including those assigned to final exams. The procedure for doing so is outlined in Academic regulation 10.3 – Revision of grades and appeal.
HOW DO I SUBMIT FINAL GRADES:
Details of the procedure can be found below. The procedure can also be consulted in the Faculty Center Guide.

Procedure for direct grade entry:

a. From My Schedule in your Faculty Center, click the Grade Roster icon to the left of the class you want.

b. In the Roster Grade column select the appropriate grade for the student from the list.

c. Repeat step b for each student in the list.

d. If you are not entering all the grades at this time, select Not Reviewed in the Approval Status list and click Save. (After selecting this option, you will be able to change grades for this selected class.)

e. If you have entered all the grades and will not make additional changes, select Ready for Review from the Approval Status list and click Save. (After selecting this option, you will not be able to change grades for this class.)

Entering the same grade for multiple students

a. In the class list, select the checkboxes to the left of the names of the students to whom you want to assign the same grade.

b. Select the appropriate grade from the list to the left of the Add This Grade to Selected Students button.

c. Click the Add This Grade to Selected Students button.

d. If you are not entering all the grades for this class at this time, select Not Reviewed in the Approval Status field and click Save. (After selecting this option, you will be able to change grades for this class.)

Download grades from your Grade Roster to an Excel spreadsheet

a. In the Class Roster, after selecting the class to display, click Download at the bottom left of the Grade Roster.

b. Using your web browser options, save the Excel spreadsheet to your computer.

c. On the Excel spreadsheet, enter your final grades and follow the process in place to submit them to your faculty, department or school.

Q: A student complained about his final mark and has asked me to review it. Am I under any obligation to do so?

A: We invite you to see Academic regulation 10.3 for details on the procedures involved. If the student does not specify which evaluation needs to be reviewed, all evaluations he submitted in the course must be reviewed.
PROCEDURE FOR SUBMITTING AN ALLEGATION OF ACADEMIC FRAUD:

If you discover a possible case of academic fraud when correcting students’ work or exams, you must report the suspected case of fraud.

THE PROCEDURE FOR REPORTING AN ALLEGATION OF ACADEMIC FRAUD IS AS FOLLOWS:

1. On the student’s assignment or exam, underline the plagiarized sections and assign a letter to each one in the margin.

2. In the reference document (the original source of the work), underline the sections that were plagiarized and indicate the letter in the margin that corresponds with the passage found in the student’s work.

Please note that the investigation is based solely on the documents provided, so a complete and clearly presented file greatly facilitates the work of the Committee of Inquiry.

3. Send these documents together with your course syllabus and a letter to the dean or the person responsible for handling cases of academic fraud at the Faculty. In the letter, focus on the incident and avoid expressing an opinion on any potential sanctions.

   The letter must include:
   - The name and student number of the student(s) involved
   - The course code and name as well as the term in which the student was enrolled in the course
   - The percentage of the grade that the work or exam in question is worth and the student’s grades in the course up to the date of the alleged incident of plagiarism
   - Details about events surrounding the incident

Please note that a copy of this letter will be provided to the student, the committee members and the Faculty’s Executive sub-committee.

All correspondence must be written in the language of the student involved.

DID YOU KNOW?

→ Academic regulation I-14 – Academic fraud lays out the types of activities that violate academic integrity.

→ Please, do not hesitate to contact the Office of the Vice-Dean of Undergraduate Studies to request a template for the allegation letter that you will address to the dean.

→ STUDENT RESOURCES:
   - The University has created a guide for students on academic integrity in order to provide them with information on academic fraud and how to steer clear of it.

   - Academic Writing Help Centre (AHWC). It offers workshops and provides many writing support resources.

   - FSS Mentoring Center. It offers workshops and has student mentors who are trained to guide students and are great resources for helping them succeed in their studies.

   - FREQUENTLY ASKED QUESTIONS (FAQ)
CHEATING DURING AN EXAMINATION:
Cheating during examinations is a form of academic fraud. Cheating can take many forms, such as:
- Using MP3 players, cellular phones, calculators, etc. to store notes, information or formulas to be used during an exam;
- Using an exam booklet obtained before the exam that contains notes, information or formulas;
- Copying from a book left open on the ground or in a backpack left within sight;
- Copying off another student;
- Not following instructions given for the examination process.

IF YOU NOTICE A STUDENT CHEATING:
- Record the name of all students involved and document what happened as well as the time of the incident and any other relevant information. The incident report form is included at the end of this handbook.
- Confiscate the material being used to cheat (notes, data and other information, formulas, etc.) as proof.
- It is best to let the student finish the examination to avoid disrupting the other students.
- Submit an allegation of academic fraud.

IF YOU ARE BEING SUBJECT TO HARASSMENT, THREATS OR VIOLENT BEHAVIOUR:
Follow the appropriate steps for the situation:
- If it’s an emergency, contact Protection Services at extension 5411.
- If you’re a victim of sexual harassment, visit the Human Rights Office website for information on how to report the incident.
- Report any violent or threatening acts or behaviour immediately to the dean of the Faculty, even if you think you can handle the situation yourself. The dean can advise you on the appropriate steps for the situation.

Q: I witnessed a student cheating and suspect plagiarism. What do I need to do?
A: Consult Academic regulation I-14 on academic fraud. Follow the appropriate procedure outlined above (section 8 of this handbook) and refer the student to the Office of the Vice-Dean of Undergraduate Studies for any question he or she might have.
9. STUDENT SERVICES

FSS OFFICE OF UNDERGRADUATE STUDIES:
The Faculty of Social Sciences has a dynamic and experienced team ready to help our students:

SENIOR OFFICERS:
They are the students go-to experts for any questions related to:
- academic standing
- academic counselling
- development of a personal academic success plan
- course registration
- program modifications
- program requirements or eligibility
- requests for letters of permission
- and much much more!

They can be reached either in person, by phone or email.

ACADEMIC SPECIALISTS:
They are ready to help students develop an individualized academic plan if they have been placed on academic probation or are required to withdraw from their program of studies or the faculty.

To meet with an academic specialist students can make an appointment either by phone or email.

DID YOU KNOW?

→ ABORIGINAL RESOURCE CENTRE (ARC)
The University of Ottawa acknowledges its location on traditional Algonquin territory. All students, faculty members, and staff are encouraged to acknowledge the campus' location on traditional Algonquin territory and to learn more about our unique relationship with the Indigenous peoples of Canada.

→ FRANCOPHONIE & BILINGUALISM
Francophonie and bilingualism, central to the University’s mandate, are one of the four strategic pillars of this institution.

→ STUDENT FEDERATION:
- 12 Service Centres
- over 250 Clubs

→ FSS STUDENT HUB:
- FSS Forms

→ INFO SERVICE:
- student card
- official documents

→ FSS INTERNATIONAL OPPORTUNITIES

Click on the pictures below for more student services.
HOW TO IDENTIFY A STUDENT IN DISTRESS:
As a professor, you are the contact person for many students. Some will approach you with personal problems or concerns and some will reach out for assistance. Therefore you play an important role in identifying and recognizing students in distress and connecting them to the appropriate services.

SASS has developed a guide for Professors to help them identify a student in distress and provides information on what to do. You will also find relevant information on how to deal with:

- The Student Who is Anxious
- The Student with Poor Contact with Reality
- The Suicidal Student
- The Student Who is Depressed
- The Student Who is Being Disruptive

If you believe there is a need for immediate intervention, you can call Protection Services 613-564-5411, or community-based services such as the Distress Centre of Ottawa and Region 24 Hr line: 613-238-3311.

If immediate intervention is not required, but you believe the student needs to be connected to services offered on campus, then, the Vice-Dean of Undergraduate Studies is your first point of contact for support if you need to intervene or follow up with a student in distress. You may also feel free to call the manager of Counseling and Coaching, Geneviève Brabant (ext.6885).

Please click HERE for more information.

STUDENT RESOURCES: Please click HERE

SEXUAL VIOLENCE:
SUPPORT AND PREVENTION
Click HERE to access the webpage

PROTECTION SERVICES
Click HERE to access the webpage EXTENSION 5411

Q: One of my students seems to have a learning disability. Who can I refer this student to?

A: The student can get in touch with SASS, which provides a wide range of services to students with learning disabilities or who have special equipment needs.
COURSE OUTLINE

Class schedule: Day 1, hours
Day 2, hours
Room

Professor’s office hours: Day 1, hours
Day 2, hours
Office
Phone

E-mail: @uottawa.ca

Teaching assistants: Name @uottawa.ca Office hours
Name @uottawa.ca Office hours

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

OFFICIAL COURSE DESCRIPTION

(Insert text here)

GENERAL COURSE OBJECTIVES

(Insert text here)

SPECIFIC COURSE OBJECTIVES

(Insert text here)
Components of Final Mark

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</tr>
<tr>
<td>Research assignment</td>
<td>40 %</td>
<td>November 28 2008</td>
</tr>
<tr>
<td>Final exam</td>
<td>30 %</td>
<td>December 12 2008</td>
</tr>
</tbody>
</table>

Policy on language quality and late submissions

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor’s discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. *There will be a penalty for late submissions.* University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

For your information: use as needed

A penalty of 5% will be given for each subsequent day following the due date (weekends not included). This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.
The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit [www.uOttawa.ca/sexual-violence-support-and-prevention](http://www.uOttawa.ca/sexual-violence-support-and-prevention).

**SCHEDULE**

(Insert text here)

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<tr>
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<th>ASSIGNMENTS/MEETINGS</th>
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<tr>
<td>Exam period</td>
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</table>

**Commented [m13]: REQUIRED**

**Commented [PGR14]: REQUIRED**

Suggestion of presentation
Resources for you

**FACULTY MENTORING CENTRE** - [http://socialsciences.uottawa.ca/mentoring](http://socialsciences.uottawa.ca/mentoring)

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.

A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

**ACADEMIC WRITING HELP CENTRE** - [http://www.sass.uottawa.ca/writing/](http://www.sass.uottawa.ca/writing/)

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- Master the written language of your choice
- Expand your critical thinking abilities
- Develop your argumentation skills
- Learn what the expectations are for academic writing


There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

**HUMAN RIGHTS OFFICE** - [https://www.uottawa.ca/respect/en](https://www.uottawa.ca/respect/en)

**Mandate:**

To provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

**Contact information:**

1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: respect@uOttawa.ca
The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person at the University Centre, Room 339
- online
- by phone at 613-562-5976

**Deadlines for submitting requests for adaptive measures during exams**

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
  - November 15 for the fall session
  - March 15 for the winter session
  - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

**Career Development Centre** - [http://www.sass.uottawa.ca/careers/](http://www.sass.uottawa.ca/careers/)

Career Development Centre offers various services and resources in career development to enable you to recognize and enhance the employability skills you need in today’s world of work.


The Student Resources Centres aim to fulfill all sorts of student needs.
**Beware of Academic Fraud!**

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the "Writing and Style Guide for University Papers and Assignments." It can be found at: [http://socialsciences.uottawa.ca/undergraduate/writing-style-guide](http://socialsciences.uottawa.ca/undergraduate/writing-style-guide)

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of “F” for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.


and Academic Integrity Website (Office of the Vice-President Academic and Provost) [http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php](http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php)
## ANNEX

### Sample calendar 1

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>TOPIC</th>
<th>ASSIGNMENT, MEETING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>September 4/9</strong></td>
<td><em>What are the social sciences?</em></td>
<td>Introduction to Blackboard Learn</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>September 11/16</strong></td>
<td><em>How to do research in the social sciences</em></td>
<td>Plagiarism References and bibliographies</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>September 18/23</strong></td>
<td><em>Presentations by SASS, AWHC, Mentoring Centre</em></td>
<td>How to read an academic text How to summarize a text</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>September 25/30</strong></td>
<td><em>Another world is possible!</em></td>
<td>Writing an outline for a paper</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>October 2/7</strong></td>
<td><em>Library presentation</em></td>
<td>1st meeting Choose topic</td>
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<tr>
<td><strong>Week 6</strong></td>
<td><strong>October 9/14</strong></td>
<td><em>Water wars</em></td>
<td>Time management Synthesis/summary due (15%)</td>
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<tr>
<td><strong>Week 7</strong></td>
<td><strong>October 16/21</strong></td>
<td><strong>STUDY BREAK</strong></td>
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<tr>
<td><strong>Week 8</strong></td>
<td><strong>October 23/28</strong></td>
<td><em>Aboriginal rights</em></td>
<td>2nd meeting Plan and bibliography Plan and bibliography due (20%)</td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>October 30/ November 4</strong></td>
<td><em>The struggle for land - Brazil</em></td>
<td>Military struggles - Ecuador</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>November 6/11</strong></td>
<td><em>Workers’ rights and free trade agreements</em></td>
<td>The struggle against AIDS and drug patents in South Africa</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td><strong>November 13/18</strong></td>
<td><em>Cultural diversity and free trade</em></td>
<td>3rd meeting Class presentations</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td><strong>November 20/25</strong></td>
<td>Class presentations (10%) Group 1</td>
<td>3rd meeting Class presentations Final assignment due (25%)</td>
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<tr>
<td><strong>Week 13</strong></td>
<td><strong>November 27/ December 2</strong></td>
<td>Class presentations (10%) Group 2</td>
<td>3rd meeting Class presentations</td>
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<tr>
<td><strong>Final exams</strong></td>
<td><strong>December 5 to 22</strong></td>
<td>Class presentations (10%) Group 3</td>
<td>Final exam (35%)</td>
</tr>
<tr>
<td></td>
<td><strong>December 5 to 22</strong></td>
<td><strong>Final exam (35%)</strong></td>
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</tr>
<tr>
<td>DATE</td>
<td>CLASS 1</td>
<td>CLASS 2</td>
<td>ASSIGNMENTS/MEETINGS</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>Week 1</td>
<td>Introduction to Blackboard Learn (15 min.)</td>
<td></td>
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<tr>
<td>Dates</td>
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<tr>
<td>Week 2</td>
<td>Campus tour</td>
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<td>How to read an academic text</td>
<td>Library presentation</td>
<td>1st meeting: Choose topic</td>
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<tr>
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<td>How to summarize a text (50 min)</td>
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<tr>
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<td>Writing an outline for a paper (30 min)</td>
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<td>Statistical tables (20 min)</td>
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<td>Group 5</td>
<td>Group 6</td>
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## Sample calendar 3

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<td>Social forums in the Americas</td>
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### Add if needed

Dates may change based on topics covered each week.
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Incident report, cheating during an examination

(See over)
Incident Report – Cheating During an Examination

Examination date: ____________________________

Name(s) of student(s): ____________________________

______________________________

______________________________

Student(s) number(s): ____________________________

______________________________

Course name and code: ____________________________

______________________________

Professor: ____________________________

______________________________

Name of the exam invigilator: ____________________________

______________________________

Description of the incident:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Exam proctor signature: ____________________________ Date: ____________________________

Witness: ____________________________ Date: ____________________________
Emergency procedures on campus

(See over)
Possible threats

- Pandemia
- Extreme weather
- Fire
- Power outage
- Protest
- Bomb warning
- Strike
- Violent aggressor
- Chemical spill
- Structural damages
- Explosion
Bouclage (Lockdown)

VIDÉO

https://www.youtube.com/watch?v=vD8KovYCGvA
https://www.youtube.com/watch?v=6-HKJ6eKaZo