

**Inquiry in the Social Sciences, 1SS3, Section C-04, Version 1.0 On-Line**

- Classes: Tuesday, September 8<sup>th</sup>, 2020 to  
Tuesday, December 8<sup>th</sup>, 2020  
2:30 to 5:20 pm
- Classroom: by invitation, Zoom On-Line
- Instructor: Mr. George Hough
- Office Hours: via Skype Wednesdays, 10:30 to noon  
or by appointment at other times via Skype
- Email: [houghg@mcmaster.ca](mailto:houghg@mcmaster.ca)

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## 1.0 Course Description

Inquiry courses are designed to teach students how to learn, research into and how to share academic knowledge. The courses are skill-driven as much as content-driven with a focus on the skills required to perform effectively both in university and the work world. Students will engage in a process to begin to learn how to formulate good academic questions, gather and interpret scholarly evidence, draw reasoned conclusions, and communicate these conclusions, using as content, topics central to a research theme in the Social Sciences (e.g., social identity, globalization, health and gender).

### 1.1 Our Theme: Illegal Human and Animal Trafficking

Everyday people, animals, their organs and body parts are exported from one area to another to satisfy a variety of demands, both legal and illegal. The focus or theme of this course will be on the illegal and immoral trade of humans, animals, their organs and body parts for whatever purpose.

Your first task is to choose whether to research into the illegal trade of humans or animals, and then whether you will delve into the trade of while animals or just their organs or body parts.

Our textbook (Somerville) delves into the illegal ivory trade. You must select a different product while applying Somerville's or another author's analysis to your topic.

Assignment 1 involves your choosing your topic and research question. Topics are approved on a first come - first served basis. You are to develop and submit your topic and research question expressed in the Inquiry Formula format. Approval and topic finalization require your prompt responses to email input from your instructor.

If you are late at submitting your topic and research question, please prepare 2 or 3 such topics as your first and second choice may already be taken.

## 1.2 Inclusivity and a Culture of Respect

As a McMaster student, you have the right to experience and the responsibility to demonstrate respectful and dignified interactions within all of our living, learning and working communities. Expectations are described in Code of Student Rights & Responsibilities:

<https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf>

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviors that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Additional information about the Code and netiquette can be found at:

<https://sscm.mcmaster.ca/the-code/the-code-virtual-communities/>

## 1.3 Requesting Accommodation for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

## 2.0 Basic Course Requirements / Assignments

All written assignments are to be typed and double-spaced. Your title page must include your name, McMaster student number & email address, class and the name of the assignment. Always number the pages of your assignments. Review this Course Outline and our Check List for further requirements for each assignment.

Assignments are due at the beginning of class on the due dates, unless otherwise arranged in advance. All assignments are to be submitted to the appropriate box in Avenue Mailbox.

Your prof will strive to mark submitted assignments promptly and provide you with marks and detailed feedback on Avenue within the week of each due date (final paper exempted). This way you will receive feedback and have no less than a week before your next assignment is due. Timely feedback requires on-time submission and enables your production of a higher quality of product with each subsequent assignment.

## 3.0 Assignment Submission and Grading

Written assignments are to be submitted via the Avenue Assessments Assignment Mailbox on or before the due date (see Section 3.2 below). Printed assignments are not necessary. Assignments will be marked as they have for over two decades at McMaster. Marks will be promptly posted to Avenue Grades.

### 3.1 Assignments are to have file names which follow this naming protocol:

All assignments other than Presentation Reviews:

(Your Surname, Initial, and Assignment as one word).doc

My Lit Review in Word file name would be: houghglitreview.doc

Presentation Reviews:

Your Surname, Initial, Their Surname, Initial, Presentation Review.doc

My review of Anne Brown's would be: brownapresentation review.doc

### 3.2 The On-Line Nature of Courses at McMaster

This course uses on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

#### 3.2.1 Please feel free to use any software to when creating any assignment - but after completing it: **YOU ARE RESPONSIBLE TO CONVERT IT BEFORE SUBMISSION.**

The staff at the IT Help Desk in the Learning Commons of the 2<sup>nd</sup> floor of the Mills Library may be able to help with file conversion.

### 3.3 Academic Integrity, Honesty, Authenticity and Plagiarism Detection

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

<https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

McMaster recently updated our definition of plagiarism:

The submission of material that has been, entirely or in part, copied from or written by another person, without proper acknowledgment, is probably the most common form of academic dishonesty. All material, including information from the internet, anonymous material, copyrighted material, published and unpublished material and material used with permission, must be properly acknowledged. There are two aspects to using material from other sources of which students should be aware. In a direct quotation of text or material, it is important to distinguish the text or material that has been taken from the other source. Common methods of identification of directly quoted material include indentation,

italics, quotation marks or some other formatting change to separate the quoted material from the student's own work. Indirectly quoted material involves expressing an idea, concept or interpretation that one has obtained from another source, in one's own words. Direct and indirectly quoted material requires a reference or footnote in the text and full citation in the references or bibliography, in accordance with the standards appropriate to the discipline

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity). Students who do not wish to submit their work for Turnitin.com review must still submit an electronic copy to the instructor. No penalty will be assigned to a student who does not submit work for Turnitin.com review. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.).

### 3.3.1 **SPECIAL OPPORTUNITY** – Turnitin.com Assignment Testing:

Unlike other courses, you may use Turnitin.com as a tool to check your work in advance of its due date. If you complete your literature review or any another assignment, say 7 days prior to the deadline, may submit it to our Avenue Assignment Mailbox. It will be checked by Turnitin.com and you will be able to see the results and amend your assignment before submitting it a 2<sup>nd</sup> time. This may take a few days. Where two or more assignments are submitted, only the last one will be marked.

## 4.0 Assignments, Weighting and Deadlines

|   | Weight      | Assigned | Due             |
|---|-------------|----------|-----------------|
| 1. Topic & Research Question  | 3.0%        | Sep 8    | 6:00 pm, Sep 11 |
| 2. Research Proposal  | 5.0%        | Sep 8    | Sep 22          |
| Library Training, Connections Center, 1 <sup>st</sup> floor, Mills Library: 7:00 to 9:00 pm |             |          | Sep 22          |
| 3. Citation Chaining & Literature Review  | 15.0%       | Sep 8    | Oct 6           |
| Mid Term Recess – No Class  | Oct 12 - 16 |          |                 |
| 4. Student Interviews Begin   | Compulsory  | Sep 8    | Oct 20          |
| 5. Presentation Handout   | 2.0%        | 17.0%    | begin Oct 27    |
| In Class Answers  | 5.0%        |          |                 |
| Body  | 10.0%       |          |                 |
| 6. Major Paper Abstract   | 2.0%        | 40.0%    | Sep 8           |
| Body  | 20.0%       |          |                 |
| Next Question   | 6.0%        |          |                 |
| Bib & Credentials   | 12.0%       |          |                 |

|  |        |       |                |
|--|--------|-------|----------------|
| 7. Participation in Class Discussion & Questions | 15.0%  | Sep 8 | In every class |
| 8. Individual Presentation Review                | 5.0%   | Sep 8 | Dec 15         |
| Total  | 100.0% |       |                |

The components shown above may look like separate assignments, a closer examination will reveal they are components of larger assignments. This shows the weighting for both.

#### 4.1 Late Penalty and Late Window Provisions

Our standard late penalty is 5.0 % per day (weekend days included). All assignments have deadlines at university. Each will be judged as being on time or late by the date stamp on the Avenue Assignment Mailbox.

BEWARE: the McMaster email server often holds items for up to 30 minutes before sending them on, stamping the send date and time as the time the item was finally sent.

Students may opt to use our Late-Free Window without penalty, up to twice on eligible assignments. A late window assignment is to be submitted no more than five days late. Late-Free assignments will begin being penalized as late on day six after the deadline. Before using our late-free window – you must email your professor of your intention prior to that assignment deadline.

Our late-free window may only be applied to two of:

- |                   |                   |
|-------------------|-------------------|
| Research Question | Research Proposal |
| Literature Review | Major Paper       |

Where more than two assignments are submitted late, the late-free window will apply to the eligible assignments of the least value toward your final mark. Our 5.0% / day penalty would apply to another late assignment or assignments.

Late penalties begin:

- on Day 1 after the deadline for non-eligible assignments.
- on Day 6 for late free eligible assignments which have sought approval in advance
- on Day 1 for late free assignments for which pre-notice was not received before the deadline.

Our late-free window does not apply to these assignments:

Pop Quiz, Team Presentations, Individual Research Presentations & Student Interviews.

#### 5.0 Student Conduct Expectations and Responsibilities

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviors that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Successful students Recognize that university marks are earned by the quality of their analysis of findings, the logical path toward their conclusion, and their creativity in terms of adding to the reader's and their own knowledge. Successful students attend all classes, complete their assigned readings in advance of class, show up for student interviews, submit complete assignments on time, meet with their professor at least once after their interview and become engaged in each of their classes. Students who are less successful tend to miss one or two of these expectations. Students who miss three or more expectations receive failing marks.

As per University Board of Governors Policy, students who remain in class past the Drop Date are by their presence agreeing they have read and understood the university calendar, this course outline and are like the instructor, committed to the terms and conditions of both.

## 6.0 Library, Academic Skills and Integrity Training

Successful students become masters of the McMaster library system. Begin this by going through the "pod-cast-like" interactive training modules on your own time as set out in the reading schedule. Each short module contains material essential to your success in both Inquiry and every other course taken at university. You will find these same skills essential in your future workplace.

A librarian will provide the class with a Zoom on-line session to help you determining the components of a reference, searching database use and more.

September 22<sup>nd</sup>

You are also expected to review a PowerPoint handout on Academic Integrity. The integrity of the work you produce at university and in the workplace must be of the highest caliber. Anything less face serious consequences.

## 7.0 Weekly Topics and Readings

Students are expected to scan and read ahead of class. Doing so ensures you obtain the optimum degree of learning in each class. The insights, strategies and suggested habits in these scans and readings will be enormously helpful in the step by step process of building well researched, reasoned, polished and successful research papers.

The initials in the grid below relate to these authors and their texts:

**HA** = Handouts by week & number

**HM** = Haig & MacMillan  
An APA documentation guide

**K** = Kump, Speed Reading

**NT** = Northey, Tepperman & Albanese  
Making sense, A student's guide to research  
and writing, Social sciences

**SO** = Somerville Textbook Chapters  
Ivory: Power and poaching in Africa

| <u>Week #</u> | <u>Date</u> | <u>Topic</u>                             | <u>Assigned Scanning and Reading</u>  |
|---------------|-------------|--|---|
| 1             | Sept 8      | Introduction, Course Outline, Objectives | <b>READ</b> HA W1-H1 to W-H110  |
| 2             | Sep 15      | How Marks are Earned                     | <b>SCAN:</b> NT Ch 1, 2 & 3; HM Ch 1 & 2; K Chas 1-6; SO pgs 99 – 104 &<br><b>READ:</b> HA W2-H1 to W2-H16  |
| 3             | Sep 22      | Library Training                         | <b>SCAN:</b> NT Ch 4, 5 & 6; HM Ch 3 & 4; K Chas 7-12; SO pgs 145 - 190 &<br><b>READ:</b> HA W3-1 to W3-H8  |
| 4             | Sep 29      |  | <b>SCAN:</b> NT Chap 7, 8 & 9; HM Ch 5 & 6; K Chas 13-19; SO 191 – 236 &<br><b>READ:</b> HA W4-h1 to W4-h10 |
| 5             | Oct 6       |  | <b>SCAN:</b> K Chas 20-27; SO pgs 237 – 282 &<br><b>READ:</b> HA W5-H1 to W5H7                              |
| 6             | Oct 13      | Break Week                               | <b>READ</b> HA W6-H1 to W6-H8   |
| 7             | Oct 20      |  | <b>SCAN:</b> NT Chap 10 – 11; K Chas 28-36; SO pgs. 283 – 328 &<br><b>READ:</b> HA W7-H1 to W7-H5           |
| 8             | Oct 27      | Presentations Begin                      | <b>READ</b> HA W8-H1 to W8-H2   |
| 9             | Nov 3       |  |   |
| 10            | Nov 10      |  |   |
| 11            | Nov 17      |  |   |
| 12            | Nov 24      |  |   |
| 13            | Dec 1       |  |   |
| 14            | Dec 8       |  |   |

## 8.0 Negative Class Participation:

How well you do and the quality of this and other courses largely depends on you! At the end of the term, your prof will assess each student for his/her negative participation. Your prof reserves the right to downgrade your mark (a maximum of 15 percent) for negative class participation.

Negative class participation will include but is not limited to: failure to attend your interview with the professor, regular absence from lectures, distracting classmates with things that do not contribute to the class discussion, general non-participation in the lectures and presentations, frequently coming to class late, leaving early, sleeping in class, using any of the following devices for other than class purposes: cell phone, personal organizer, tablet, mp3 player, I-pod, and other devices during class. Taking notes on your personal computer or tablet is fully acceptable – but not being on Facebook or watching You Tube, etc.

Please check with the instructor before using any audio or video recording devices in the classroom.

## 9.0 Copyright and Class Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors



The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## 10.0 Discrimination, Harassment and Sexual Harassment Policy

McMaster's policy on discrimination and harassment:

- Emphasizes education and prevention
- Clarifies the roles and responsibilities of those responsible for the implementation of the policy and
- Specifies procedures for the ongoing collection and communication of campus-wide data on the incidence of discrimination and harassment.

Further details may be found at:

<http://dailynews.mcmaster.ca/article/new-discrimination-harassment-and-sexual-harassment-policy/>

## 11.0 Course Overview

Inquiry 1SS3 is a multiple section course with individual sections of no more than 35 students. Students are expected to be active participants in every section. Inquiry classes meet over Zoom once each week for up to a three-hour block of time. A different instructor facilitates each section of this class, so the exact classroom experience will vary. All Inquiry sections hold consistent expectations of students.

Each course at McMaster is evaluated by the students who have taken it. Teaching Evaluations take place over Avenue; they tend to be quick and straight forward. They very much help each of your professors improve their courses for the future.

## 12.0 Course Format and Speaking Protocol

Our class has three phases:

Phase One - will introduce your instructor, explain what Inquiry can do for you, why its vital to your future success at both the university and work world.

Phase Two - will involve your scanning and reading material set out in Section 7.0 in groups in class and your discussing and answering questions about these readings in class.

This second phase will take place as follows:

- You are expected to read the assigned selection of readings in Section 7.0 before each class.
- At the beginning of each class you are to form into five groups. We will then spend time as groups read and review the weekly group reading in Somerville. See the group reading schedule for details.
- Groups will then lead the class in discussion of their reading section in order. Questions and answers will then follow. Both your instructor and fellow students may ask each group questions.
- Points will be earned for both the quality of the questions asked and the quality of answers given by each group.

- Speakers and responders must follow our speaking protocol. Failing to do so risks not being credited with the participation points that might have been earned. Asking for question points later will not be entertained.

Our speaking protocol - to answer or ask questions is:

Answer if your name is called

*If you are not called upon by name:*

Hold your hand in front of your face and await my recognition

State your surname before speaking

Phase Three – comprises students presenting their research projects to the whole class over Zoom and responding to questions from the class.

Being an on-line course, Zoom will be our primary teaching medium.

*Assigned scanning and reading cover both the skill sets you'll need to be a successful university student and future employee as well as the theme of our course, human and animal trafficking*

**WARNING!** Students who fail to connect or drop off Zoom during class risk missing an opportunity to learn and earn speaking points.

After our last class, speaking and participation points will be cumulated and transposed into a percentage for each student's participation mark.

Assignments and their due dates are shown in Section 4.0 above and will be posted on Avenue Calendar. It is your job to submit complete assignments on or before our due dates.

#### 12.1 Handouts

The on-line nature of our course requires your reliance upon our many handouts which may all be found on Avenue Contents Handouts.

*Our Handouts are numbered in order of week and sequence.*

*Handout W2 - H5 is for week 2 and is the fifth handout that week.*

### 13.0 Required Texts:

Somerville, K. (2020). *Ivory: Power and poaching in Africa*. Oxford. Oxford University Press

Haig, J., & MacMillan, V., (2017), *Cites & sources, An APA documentation guide*, (6<sup>th</sup> ed.), Don Mills, Canada, Nelson

Kump, P. (1998). *Break-through rapid reading*. (revised edition). New York: Penguin/Putnam Inc.  
Kump is an E-Book on Avenue / Contents / Handout W1 – H10

Northey, M., Tepperman, L. & Albanese, P. (2015). Making sense, A student's guide to research and writing, *Social sciences*. (7<sup>th</sup> ed.), New York: Oxford University Press

### 14.0 Supplementary Readings and Videos

Supplementary readings are largely from media sources and will be posted on Avenue. Supplementary videos are optional.

## 15.0 Assignment Details: Overview, Requirements and Specifications

In this course each class and assignment are like building blocks the first underpinning the next. Your cap-stone assignments (final paper and presentation) are built upon all earlier steps. This progression is intended to bring you to a higher understanding than when you began. Successful students take all of these steps and embrace what they learn as they prepare and complete assignments in all of their courses.

Your research should better inform you about the research question and sub-questions you are researching. As you move along you may change or expand your initial research question because of new material you have uncovered. This is normal.

After submitting each of your assignments your prof will get back to you with detailed comments, suggestions and marks. If your assignment is on time, your prof will strive to provide my feedback to you within a week of the due date. If your assignment is late-free or late, this promise may not be met.

Don't hesitate to discuss your progress or the obstacles you encounter with your prof in advance of submitting your assignments. Your professors all hold office hours for this reason. Profs are also available on e-mail. I promise to review my e-mail at least once weekly but expect to do so more frequently. I may also be contacted via Skype subject to mutual convenience and prior arrangements being made. My Skype address is houghg

### 15.1 Express Your Research Topic and Questions in the Inquiry Formula format:

Your **1<sup>st</sup> Assignment** requires your taking *two steps*.

**Your first step** involves reviewing handouts W1 – H7 through W1 – H9.

**If you join our class late**, this assignment is a necessity.

If your MacID email or Avenue isn't working yet, forward your assignment to your prof's e-mail address shown above from your personal email address then get on to initializing your MacID and Mac Mail at the IT Helpdesk in the Learning Commons, 2<sup>nd</sup> floor Mills Library.

**Your second step** is formatting your research question into the Inquiry Formula, shown in Handout W1-H9 (in 3 paragraphs, no more than 10 to 20 sentences) pose at least 6 to 8 questions in the second part of your Inquiry Formula.

Finally, submit this to the correct Avenue Assessment Assignment Mailbox by:

6:00 pm as set out in Section 4.0 above

Once submitted, your prof will begin e-mailing you to help refine your Inquiry Formula. Many students receive 3 or 4 messages before this step is finalized. Topics are approved on a first come first served basis.

With your Research Question submitted, review the next sections of this Course Outline, Handout W2 – H11 and W2 - H12.

Other handouts contain further details on how to complete and what comprises each of your early assignments.

15.2 **Assignment 2**, your research proposal contains your improved research question (inquiry formula plus more focus), an outline of what your paper might look like (the sections and headings you might use), a description of the method you'll follow. See Handouts W2 – H10 through to W2 – H16.

15.3 **Assignment 3** is your citation chaining and literature review. See the Handout W5 – H1 for detailed directions for this assignment.

Assignment 3 will confirm there are sufficient peer reviewed sources to meet your research needs. Once proven you will be directed to proceed forward. If not, you must either modify or substantially change your research question with your instructor's help.

15.4 **Assignment 4**, Student Interviews are compulsory. They are conducted by your instructor and are not marked. These will take place over Skype or Zoom after your research proposals have been submitted and your marks and comments have been returned. Interviews are compulsory. Interviews are intended to help get things back on track.

Students who are progressing well should expect a much shorter interview than those requiring more help.

15.5 **Assignment 5** is your Research Presentation which may take place before or after your final paper is submitted. Your instructor will post our Presentation Schedule to Avenue well in advance of these beginning. An Avenue News item will be posted to notify you.

15.6 **Assignment 6** is your Final Paper is called your capstone or final assignment. An example of what is sought may be found on pages 18 – 31 in Haig.

Everything builds up to it. It requires the above minimum number of peer reviewed journal articles and a government document or academic book and author credentials, but may also be supported by more of these and other sources such as: news media, trade journals, maps, etc.

Your final paper must include the requirements set out in the Course Outline and Check List:

- Answer the sequence of questions you pose in the second component of your Inquiry Formula
- Disclose any assumptions you have made
- Test your claim or use of an operational definition in your argument
- Provide a resolution or way forward to the differences or disagreement you present
- Analyze the findings you have unearthed by linking them together logically
- Comparing and contrasting what you found using two examples or locations, etc.
- Discussing one alternate argument worthy of consideration

- Something which surprised you and wasn't expected
- Providing one or more next questions
- Your reference list and the credentials of the stronger of your 1<sup>st</sup> or 2<sup>nd</sup> authors

15.7 **Assignment 7** is Participation and Engagement, which involves your posing questions throughout the course.

15.8 **Assignment 8** is your review of what you thought was one of the best student presentations given. Use the Presentation Review Handout to complete this assignment.

### 16.0 **On-Line Proctoring and Class Software**

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

17.0 **Required Software:** MS Office 360, Avenue, Zoom and Skype.

**MS Office 365** is available free to all McMaster Students. The staff at the IT Help Desk in the Learning Commons of the 2<sup>nd</sup> floor of the Mills Library may be able to help you download your copy if needed.

The software standard for all assignments is MS Word (Word (doc or docx), Power Point (ppt or pptx), Excel (xls orxlsx), etc. Open Office software may be used so long as your assignments have been "saved as" files with these suffixes.

**Assignments submitted in any other software cannot be read - cannot be marked and will be given "0.0%". Late penalties will apply until a readable file is submitted.**

**Avenue to Learn** this course and most of your other courses will rely heavily on Avenue to Learn. You must quickly become adept using Avenue. See Handout W1 – H6.

Avenue includes a news column, course calendar, a mailbox to enter your assignments, your marks for all courses and much more.

**Zoom** is the interface we use to connect during class time. See Handout W2 – H2.

**Skype** is the communications interface we'll use for student interviews, to answer questions beyond using Mac Mail, and more. Email me to make an appointment time to Skype. Once I've confirmed simply call me at my Skype name, houghg. \

### 18.0 **Privacy Protection**

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be

returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data.

The following possibilities exist for return of graded materials:

- 1) Direct return of materials to students in class.
- 2) Return of materials to students during office hours.
- 3) Students attach a stamped, self-addressed envelope with assignments for return by mail.
- 4) Submit/grade/return papers electronically.

Arrangements for the return of assignments from these options above will be finalized during the first class.

## 19.0 Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labor disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

## 20.0 Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

## 21.0 Religious, Indigenous and Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## 22.0 Faculty of Social Sciences E-mail and Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

## 23.0 McMaster Student Absence Form (MSAF) Use

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## 24.0 Late Withdrawal Option

Students who have become irretrievably behind in a course and are not prepared to complete a final exam or an equivalent evaluation should contact their Academic Advisor in their Faculty or Program Office. A form will be provided that will allow a student to make this request while seeking counsel with an Advisor.

In consultation with their Academic Advisor students may request a Late Withdrawal, without the need for a petition, prior to the last day of classes in the relevant term with the conditions outlined in the policy. This request can be made after the scheduled “Last day for withdrawing from courses without failure by default” stated in the McMaster Sessional Dates. Please note that an important part of the decision to allow a Late Withdrawal request is consulting with the Instructor(s) of the affected course(s). The policy notes that:

Requests for Late Withdrawal cannot be made in courses for which the final exam (or equivalent) has been attempted or completed. This also includes courses where a final grade has been assigned (e.g. clinical courses).

## 25.0 List of Assigned Handouts by Week

| Week | Date   | Assignment Due                 | This Week's Handouts  |
|------|--------|--------------------------------|---|
| 1    | 08-Sep | 1. Research Topic Introduction | W1 - H1 Land Acknowledgement<br>W1 - H2 Our Theme<br>W1 - H3 Required Text and Reference Books<br>W1 - H4 Our Text Books and Their Chapters<br>W1 - H5 Course Outline<br>W1 - H6 Mac UserID, Your Password, Mac Mail and More<br>How to Complete <b>Assignment 1</b><br>W1 - H7 <b>1</b><br>W1 - H8 Sample Ideas for Your Research Topic<br>W1 - H9 Using the Inquiry Formula<br>W1 - H10 Kump, P. Breakthrough Speed Reading |
|      |        |                                | <b>Next Week's Assigned Handouts</b><br>How to Use Avenue, D2L and Submitting<br>W2 - H1 Assignments<br>W2 - H2 How to Use Zoom<br>W2 - H3 Required Readings by Week plus Pop Quiz Readings<br>W2 - H4 Assignments, Weights & Deadlines<br>W2 - H5 Late Penalty, Deadlines and Late Window  |

|          |  |
|----------|--|
| W2 - H6  | Your Basic Research Approach and Learning Path                                   |
| W2 - H7  | Our Bi-Lateral Contract  |
| W2 - H8  | Bloom's Taxonomy   |
| W2 - H9  | Booth's Prologue   |
| W2 - H10 | The Importance of Good Research Questions<br>How to Complete <b>Assignment 2</b> |
| W2 - H11 | <b>2</b>   |
| W2 - H12 | Assignment Check List  |
| W2 - H13 | Confirming Peer Reviewed Status  |
| W2 - H14 | Author Credibility   |
| W2 - H15 | Academic Information Types and Journal Types                                     |
| W2 - H16 | Sagan's Baloney Detection Kit  |

| Week | Date   | Assignment<br>Due |  | Next Week's<br>Assigned<br>Handouts  |
|------|--------|-------------------|--|--|
| 2    | 15-Sep | Ivory Questions   | W3 - H1<br>W3 - H2<br>W3 - H3<br>W3 - H4<br>W3 - H5<br>W3 - H6<br>W3 - H7<br>W3 - H8 | Assignment Tracking Apps<br>Academic Integrity<br>Academic Integrity Check List<br>Using Word References to Manage References<br>When You Can't Find Enough Sources<br>Fail to In-Text-Cite or Include a Reference<br>UofT Advanced Library Searching Cheat Sheet<br>Library Training Slides |

| Week | Date   | Assignment<br>Due   |   | Next Week's<br>Assigned<br>Handouts   |
|------|--------|---|---|---|
| 3    | 22-Sep | 2. Research Proposal<br>Library Training<br>Ivory Questions | W4 - H1<br>W4 - H2<br>W4 - H3<br>W4 - H4<br>W4 - H5<br>W4 - H6<br>W4 - H7<br>W4 - H8<br>W4 - H9<br>W4 - H10 | Critical Thinking<br>How You'll Learn<br>Assignment Type Support<br>How We Forget and Remember More<br>How to Make a Claim or an Operational Definition<br>Help With Operational Definitions & Claims<br>Sources of Help<br>Modern Note Taking<br>Corporate Citizenship Types<br>How to Double What You Learn |

| Week | Date   | Assignment<br>Due |  | Next Week's<br>Assigned<br>Handouts   |
|------|--------|-------------------|--|---|
| 4    | 29-Sep | Ivory Questions   | W5 - H1<br>W5 - H2<br>W5 - H3<br>W5 - H4<br>W5 - H6<br>W5 - H7 | How to Complete <b>Assignment 3</b><br><b>3</b><br>Citation Skill Review<br>Basic Logic<br>Study Skills<br>Time Management Supports<br>Ending Anxiety |



| Week | Date   | Assignment<br>Due                           |  | Next Week's<br>Assigned<br>Handouts   |
|------|--------|---|--|---|
| 5    | 06-Oct | 3. Chaining & Lit Review<br>Ivory Questions | W6 - H1<br>W6 - H2<br>W6 - H3<br>W6 - H4<br>W6 - H5<br>W6 - H6<br>W6 - H7<br>W6 - H8 | Student Presentation Guide<br>Timing Light Use During Presentations<br>In-Class Presentation Review Check List<br>Your Basic Research Approach<br>Your Assignment Completion Strategy<br>What Successful Students Do<br>Traps To Be<br>Avoided<br>Steps to follow When Completing Assignments |

| Week | Date   | Assignment<br>Due |   | Next Week's<br>Assigned<br>Handouts   |
|------|--------|-------------------|---|---|
| 6    | 13-Oct | BREAK WEEK        | W7 - H1<br>W7 - H2<br>W7 - H3<br>W7 - H4<br>W7 - H5 | Assignment Check List<br>Academic Information Types and Journal Types<br>Sagan's Baloney Detection Kit<br>Confirming Peer Reviewed Status<br>Author Credibility |

| Week | Date   | Assignment<br>Due                           |                    | Next Week's<br>Assigned<br>Handouts                                   |
|------|--------|---|--------------------|---|
| 7    | 20-Oct | Student Interviews begin<br>Ivory Questions | W8 - H1<br>W8 - H2 | Student Presentation Guide<br>In-Class Presentation Review Check List |