

**W1 – H2**

## **Inquiry in the Social Sciences, 1SS3, Section C-05, Version 2.0 Mixed**

- Classes: Wednesday, January 11<sup>th</sup>, 2023, to  
Wednesday, April 12<sup>th</sup>, 2023  
8:30 am to 11:20 am
- Classroom: LRW 1056 (1 Zoom class, invitation posted on Avenue)
- Instructor: Mr. George Hough
- Instructor Email: [houghg@mcmaster.ca](mailto:houghg@mcmaster.ca)
- Office Hours: Tuesdays, 10:00 to noon, Zoom invitation on Avenue

### **1.0 Course Description**

Inquiry courses are designed to teach students how to learn, and how to share academic knowledge. The courses are skill-driven, rather than content-driven, with a focus on the **skills** required to perform effectively in university. These personal, transferable skills and approaches to learning will be useful in other university courses, and beyond. 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 research in the Social Sciences (e.g., social identity, globalization, health, and gender).

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

Everyday people, animals, their organs, and body parts are exported from one location 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, and their organs and body parts.

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. Your assignments will take your question about trafficking further, step by step.

Our textbook (Somerville) delves into the illegal ivory trade. You may not select the ivory trade as your research topic. You must select a different trafficking topic while applying Somerville's or another author's analysis to your topic.

Assignment 1 involves your choosing both your topic and research question and expressing it in the Inquiry Formula. 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 Course Objectives

Upon successful completion of this course, you will be able to:

- develop and refine a research question;
- obtain relevant information to answer this question;
- critically evaluate the validity and relevance of academic research and incorporate the research of others to support your own argument;
- collaborate with other students to undertake peer and self-assessment;
- communicate a reasoned response to research questions; and
- critically reflect on your learning process.

## 1.3 What Is Inquiry

Inquiry is the process of developing skills to arrive at understandings of a problem, an issue, or a phenomenon, through the process of asking good questions, searching out good evidence, and arriving at well-reasoned conclusions. The process of critical inquiry promotes self-directed learning, helping you to develop the skills necessary to acquire and reflect on new knowledge and understanding, and that will be invaluable in your other university courses and your academic, personal, and professional lives.

### 1.4 Required Texts:

Somerville, K. (2019). *Ivory: Power and poaching in Africa*. 2<sup>nd</sup> Edition. London. Hurst Publishing  
Also available used in the bookstore as a hardcover dated 2016

Haig, J., & Sutherland V., (2021), *Cites & sources, Student Guide to APA Style*, (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 – H11](#)

Northey, M., Tepperman, L. & Albanese, P. (2018). Making sense, A student's guide to research and writing, *social sciences*. (7<sup>th</sup> ed.), Don Mills: Oxford University Press

Also available as an e-book in Word dated 2020

### 1.4.2 Other Course Materials

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

Additional material (news stories, videos, websites, etc.), available at no cost, may be posted online throughout the course. Engaging with these materials will be necessary in order to actively participate in the course. Any assigned articles or eBooks can be found through the McMaster library website, or through links in the content section of Avenue to Learn.

### 1.5 Courses with an On-Line Element (University Policy)

This course uses an in-class format primarily with on-line elements (e.g. e-mail, Avenue to Learn (A2L), web pages, macvideo, 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, usernames 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.

### 1.6 Course Policy on Digital Submissions

Assignments are to be submitted by the prescribed deadlines to Avenue / Assessments / Assignment Mailbox. The one exception to this will be our Reading Quiz which will be completed in class.

### 1.7 Course Policy on Missed work, Extensions, Late Penalties and Our Late Free Window

Assignments which are **missed** or not submitted will earn 0.0%.

Our **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 time stamping them and sending them on. The time the item was finally sent may differ from the time you sent it.

Students seeking an **extension** or facing too many assignments due at the same time may opt to use our **Late-Free Window** without penalty, up to twice on eligible assignments. Before using our late-free window – you must email your professor of your intention prior to that assignment deadline.

A late window assignment is to be submitted no more than five days after the original due date. Late-Free assignments will begin being penalized as late on day six after the original assignment due date. Our late-free window may be applied to any 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 standard late penalty would apply to any subsequent late assignment or assignments.

Late penalties begin:

- on Day 1 after the deadline for non-eligible and assignments for which a late free request was received after the assignment deadline.
- on Day 6 for pre-approved late free eligible assignments

**Our late-free window does not apply to:**

Reading Quiz, Individual Research Presentations & Student Interviews.

### 1.8 Faculty of Social Sciences E-Mail Communication Policy

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to 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 their discretion.

### 1.9 Academic Integrity (University Policy)

You are expected to exhibit honesty and use ethical behaviour 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 behaviour 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/university-policies-procedures-guidelines/>

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.

### 2.0 Authenticity / Plagiarism Detection (University Policy)

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).

### 2.1 Accommodations and Exceptions (University Policy)

#### 2.1.1 Requests for Relief for Missed Academic Term Work - McMaster Student Absence Form (MSAF) (University Policy)

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".

### **2.1.2 Academic Accommodation of Students with Disabilities (University Policy)**

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

### **2.1.3 Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO) (University Policy)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO Policy. Students requiring a RISO accommodation 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.

## **2.2 Copyright and Recording (University Policy)**

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.

## **2.3 Conduct Expectations (University Policy)**

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 behaviours that interfere with university functions in person and 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.

## **2.4 Extreme Circumstances (University Policy)**

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

## **2.5 Accommodations and Exceptions – Course Policies**

If you need to request accommodation or exception for any reason, making your request as soon as possible will allow greater flexibility in potential arrangements. Delaying your request will typically result in a progressively narrower range of options being available for accommodation.

Students registered with SAS are encouraged to note the guidance on the SAS Website: “When your instructor reviews and acknowledges receipt of your accommodations, an auto generated email will be sent to you requesting you to communicate with your instructor. ***You are expected to communicate at the beginning of the term with each of your instructors for all courses with accommodations requested. SAS strongly recommends you meet with your instructors in person to discuss your accommodation plan and implementation.***”

Early communication about whether, when and how your registered accommodations might apply to this course will help to identify options and make contingency plans. Please follow-up on the acknowledgment of your letter by contacting the instructor, even if you do not yet wish to make requests based on your accommodations. Delaying this follow-up communication will typically result in a progressively narrower range of options being available for accommodation.

Similarly, when you need to make a specific request regarding a course assignment based on your registered accommodations, getting in touch as early as possible will help ensure that a greater range of options for accommodation are available. Delaying your request until close to (or after) the assignment or test date will typically result in a progressively narrower range of options being available for accommodation.

## 2.6 Accommodating Peers

Students may be asked to assist in making our learning environment accessible for all students. For example, in-class presenters may be asked to submit, in advance, a text summary of the presentation’s visual components to ensure the inclusion of students for whom those visuals would not otherwise be accessible.

## 2.7 Contacting Your Instructor

**Mr. George Hough** [houghg@mcmaster.ca](mailto:houghg@mcmaster.ca)

Your instructor commits to reviewing and responding to incoming email at least once a week.

While they expect to be doing so much more frequently, students are cautioned not to expect instant responses.

Informing your instructor as early as possible about issues or emergencies, is expected.

**Office Hours** will be held each week on Zoom, see page one of this Course Outline. A Zoom invitation to office hours may be found on Avenue / News. Simply click on that link to connect. Should there be another student connected at the same time, please be prepared to wait, or call back.

## 2.8 Assignment Breakdown, Weighting and Deadlines

	Weight	Assigned	Due Date
1. Topic & Inquiry Formula	3.0%	Jan 11	<b>6:00 pm, Jan 16<sup>th</sup></b>
1 <sup>st</sup> Library Training Session		Jan 11	<b>Jan 25<sup>th</sup></b>
2. Research Proposal	5.0%	Jan 11	<b>Feb 1<sup>st</sup></b>
2 <sup>nd</sup> Library Training		Jan 11	<b>Feb 8<sup>th</sup></b>
3. Citation Chaining & Literature Review	15.0%	Jan 11	<b>Feb 15<sup>th</sup></b>

4. Student Interviews Begin	Compulsory	Jan 11	<b>Mar 1st</b>
5. Presentations Begin - Handout 2.0%	17.0%	Jan 11 <sup>h</sup>	beginning <b>Mar 15<sup>th</sup></b> <b>2 days before presentation</b>
5.0% In Class Answers			
10.0% Body			<b>before presentation time</b>
6. Major Paper Abstract 2.0%	40.0%	Jan 11	<b>Mar 29<sup>th</sup></b>
20.0% Body			
6.0% Next Question			
12.0% Bib & Credentials			
7. Ivory - Reading Quiz	9.0%	Jan 11	<b>Mar 1st</b>
8. Participation: Questions Asked	7.0%	Jan 11	After each student presentation
9. Individual Presentation Review	4.0%	Jan 11	<b>Mar 14th</b>
Total	100.0%		

While 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.

## 2.9 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. Each of your assignments must meet McMaster's Academic Integrity Policy - you must always cite in text and on slides the sources of the material you are using.

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 Avenue / Assessment / Assignment 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.

[A description of your assignments follows below.](#)

### 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 File Names

Are to follow this naming protocol:

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

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

#### 3.2 Assignment Software Requirements

Please feel free to use any software when completing any assignment. Once complete it becomes your responsibility to convert your assignment into MS Office before submitting it to Avenue / Assessments / Assignment Mailbox. In most cases the "save as" function will achieve this conversion for you.

#### 3.3 **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, you may submit that draft 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 takes a few days. Where two or more assignments are submitted, only the last one before the due date will be marked.

#### 3.4 Course Schedule, Topics, Scannings 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 your building well researched, reasoned, polished and successful research presentations and papers.

The initials below relate to the surnames of our authors and their texts:

**HA** = Handouts by week & number

**HM** = Haig & Sutherland, An APA Documentation Guide

**K** = Kump, Speed Reading

**NT** = Northey, Tepperman & Albanese, Making Sense

**SO** = Somerville, Ivory



<u>Week #</u>	<u>Date</u>	<u>Topic</u>	<u>Assigned Scanning and Reading</u>
1	<b>Jan 11</b>	Introduction, Course Outline	
2	<b>Jan 18</b>	Objectives	READ HA W1-H1 to W-H13
3	<b>Jan 25</b>	Avenue & How Marks are Earned <a href="#"><u>1<sup>st</sup> Library Training Session</u></a>	SCAN: NT Ch 1, 2 & 3; HM Ch 1 & 2; K Chas 1-6; READ: SO pgs 99 – 144 & HA W2-H1 to W2-H16
4	<b>Feb 1</b>	Sources & Academic Integrity	SCAN: NT Ch 4, 5 & 6; HM Ch 3 & 4; K Chas 7-12; READ: SO pgs 145 - 190 & HA W3-1 to W3-H7
5	<b>Feb 8</b>	Citing and Other Needed Skills <a href="#"><u>2<sup>nd</sup> Library Training Session</u></a>	SCAN: NT Chap 7, 8 & 9; HM Ch 5 & 6; K Chas 13-19; READ: SO 191 – 236 & HA W4-H1 to W4-H10
6	<b>Feb 15</b>	<b>ZOOM CLASS</b> - Being a Successful Student & Presentation Preparation	SCAN: K Chas 20-27; READ: SO pgs 237 – 282 & HA W6- H1 to W6-H7
7	<b>Feb 22</b>	BREAK WEEK	READ Kump and HA W5-H1 to W5-H7
8	<b>Mar 1</b>	Ivory - Reading Quiz Student Interviews Begin Presentations Begin	SCAN: NT Chap 10 – 11; K Chas 28- 36; READ: SO pgs. 283 – 328
9	<b>Mar 8</b>	Student Presentations	
10	<b>Mar 15</b>	Student Presentations	
11	<b>Mar 22</b>	Student Presentations	
12	<b>Mar 29</b>	Student Presentations	
13	<b>Apr 5</b>	Student Presentations	
14	<b>Apr 12</b>	Student Presentations	

**NOTE:** At certain points in the course, it may make sense to modify the schedule outlined above. The instructor reserves the right to modify elements of the course. *Please check Avenue to Learn for the most up-to-date information for this course. The course outline on Avenue to Learn (A2L) will supersede previously published outlines until published course outlines are updated.*

### **3.5 Library, Academic Skills and Integrity Training**

Successful students strive to become masters of the McMaster library system.

A librarian will provide the class with two Zoom on-line sessions to help you determining the components of a reference, searching library databases and citation chaining skills.

You are expected to approach the Library Help Desk any time to seek help finding peer reviewed articles, and more.

You are 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 faces serious consequences.

### **3.6 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.

### **3.7 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 in class or over Zoom once each week for 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 are quick and straight forward. They very much help each of your professors improve their courses for the future.

### **3.8 Course Format and Speaking Protocol**

Our class will take place in a classroom, with your instructor. Some classes take place virtually over Zoom or another virtual teaching format. McMaster reserves the right to change from classroom to virtual teaching at any point in time, as directed by the city and provincial Chief Medical Officers of Health.

Our class will unfold in three distinct phases:

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

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

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.
- These readings will be reviewed with questions being asked and answered each week

Our later reading quiz will test your assigned readings in Somerville's book, Ivory

Phase Three – comprises students presenting their research projects to the whole class and responding to questions posed by other students and the instructor in class, this is the student participation phase of class.

- Points will be earned for both the number and quality of the questions asked and the number and quality of answers
- Student presenters and responders are to follow our speaking protocol. Failing to do so risks not being credited with the participation points you might have 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:* Raise your hand or on Zoom, place it in front of your face and await the presenter's recognition

Once recognized, state your surname clearly before asking your question

### **WARNINGS:**

Keep your questions short so others may be able to ask their questions

Students who fail to connect or drop off Zoom during class risk missing an opportunity to learn and earn participation 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.

### **3.9 Handouts**

This course is reliant upon your pre-reading our assigned handouts before coming to class. All of which may all be found on Avenue / Contents / Handouts where they are grouped by week.

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

*Handout W2 - H5 means Week 2, Handout 5*

### **4.0 Assignment Details: Overview, Requirements and Specifications**

Please consult our Assignment Check List Handout and any separate Assignment Handouts to guide your completion of assignments. 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 your research question and the 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.

Do not 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 will be available in my office or on Zoom during my office hours. Avenue / News will explain which that week. I will also make myself available to meet via Zoom at other times of the week, subject to mutual convenience. Please connect with me by email to arrange for such a meeting.

#### **4.1 Choosing and Expressing Your Research Topic as an Inquiry Formula:**

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

The first step involves reviewing four handouts in W1: H9, H10, H12 and H13

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

If your MacID email or Avenue is not 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.

The second step is your formatting your research question into the Inquiry Formula, shown in Handout W1-H10 (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 2.9 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 and Handouts W2 – H10 to W2 - H16.

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

**4.2 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 will follow. See Handouts W2 – H10 to W2 - H16.

**4.3 Assignment 3** is your citation chaining and literature review. See the Handout W3 – H7, W5 – H1 and W5 – H7 for details on 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.

**4.4 Assignment 4, Student Interviews are compulsory.** They are conducted separately by your instructor. These will take place in my office or over Zoom after your research proposals have been submitted and both marks and comments have been returned.

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.

**4.5 Assignment 5 is your Research Presentation** which may take place before or after your final paper is submitted.

Your literature review, presentation and final paper require a minimum of six peer reviewed journal articles and one of either a government document or academic book, and author credentials for all seven authors. Your research may be supported by other sources such as: news media, trade journals, lobby group publications, maps, etc.

Your instructor will post the Presentation Schedule to Avenue well in advance of these beginning. An Avenue News item will also be posted to notify you. See Handout W6 – H3 and the points below for Assignment 6.

There are two components to Assignment 5:

- **your presentation handout** and
  - o A one to two-page overview of your presentation **which is due no less than two days prior to your presentation date**
  - o This will be circulated by the instructor to all students before your presentation is given
- **your presentation**
  - o Your handout may be in PowerPoint or any other format you have discussed in advance with the instructor, **it is due prior to being delivered in class**

**4.6 Assignment 6 is your Final Paper** is called your capstone or final assignment. An example of what is sought may be found on pages 8 – 21 in Haig.

Each assignment builds to this assignment.

Your presentation and final paper must include the requirements set out in our 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
- The testing of your claim or use of an operational definition
- Your creating an analytical rather than merely a descriptive work
- Provision of a resolution or way forward regarding the differences or disagreement you present
- Analysis of your findings, linked together logically, leading to your conclusion

- Comparing and contrasting and analyzing what you found using two examples or locations, etc.
- Discussing one or more alternate arguments worthy of consideration
- One or more items which surprised you which had not been expected
- The next questions you now see value in working on
- Your complete reference list in the APA Style followed by your authors' credentials (the stronger of your 1<sup>st</sup> or 2<sup>nd</sup> authors of each source used)

**4.7 Assignment 7** is an Avenue Reading Quiz on Somerville's book *Ivory*.

**4.8 Assignment 8** is for your Participation in posing questions to student presenters

**4.9 Assignment 9** is your review of what you thought was one of the best student presentations given. Use the Presentation Review Handout W6 – H3 to complete this assignment.

## 5.0 On-Line Proctoring

Many 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.

### 5.1 Required Class (Assignment) Software:

MS Office 360, Adobe pdf, Avenue and Zoom

MS Office 365 is available free to all McMaster Students.

To download it, go to: <https://uts.mcmaster.ca/catalogue-students/>

Click on the Office 365 – Students hot button

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" in MS Office format.

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

### 5.2 Avenue to Learn (A2L) and Zoom

This course and most of your other courses will rely heavily on **Avenue to Learn**. You must quickly become adept using Avenue. See Handout W2 – H1.

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

Although ours will be an in-class lecture -based course, **Zoom** will be our office hours communications link. Zoom may also become the alternative interface to during class time if necessary. *See Handout W2 – H2.*

Zoom will be our 'out of office hours' and 'student interview' communications link.

For out of office time with me, email me with three dates and times during which we could meet, to make an appointment time to Zoom. Once I have confirmed simply connect to the Zoom meeting invitation shown in Avenue / News.

Mac Mail will be our after-class and outside of office hours communications link.

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