

# HLTHAGE 2A03 - RESEARCH METHODS IN HEALTH AND IN AGING I

Fall 2021

September Tues 7<sup>th</sup> to Wed December 8<sup>th</sup>, 2021

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**Lecture:** Synchronous Classes Via Zoom Tues, Wed, and select Fridays See Course Schedule pp (8-12)

**Office Hours:** Via Zoom Wed 1:30 pm – 2:30 pm or By Appointment

**Teaching Assistants:**

TBA

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## **Course Description**

This course introduces you to the foundations of social science research and examines these fundamentals in the context of health and aging. We will explore philosophical underpinnings, research orientations, basic concepts, and tools of social science research that make it possible to systematically examine health and aging. Central topics include the importance of theory and ethics in conducting sound social research: the fundamentals of research design, including quantitative (numerical) and qualitative (non-numerical) and mixed methods approaches; measurement; sampling; data collection; and an introductory overview of data analysis. Key research methods that you will be introduced to include surveys, structured interviewing and questionnaires, ethnography, qualitative interviews, focus groups, and unobtrusive methods (research methods that do not interfere with the subjects under study).

## **Course Objectives**

The central objective of the course is to introduce you to the fundamentals of social science research methodology (frameworks) using both quantitative (numerical) and qualitative (non-numerical) approaches. This knowledge forms a basis for understanding and critiquing current health and aging research and for more advanced practice in the planning and design of health and aging research studies.

**Learning Outcomes-** The learning outcomes of this course are consistent with [McMaster's Undergraduate Degree Level Expectations](http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf).

URL:<http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>.

These connect to several of the undergraduate degree level expectations that include developing a depth and breadth of knowledge of social science based research methodologies and their applications in the study of the social aspects of health and aging .

By the end of the course students should be able to:

- Explain the fundamental differences between quantitative and qualitative research approaches
- Identify and explain basic concepts and terminology used in quantitative and qualitative research approaches
- Describe the principles of ethical research practice and recognize ethical concerns when conducting research with human participants
- Explain key issues and goals that researchers consider when designing quantitative and qualitative studies
- Describe central principles, strategies, techniques, and steps used in designing sound quantitative and qualitative research instruments
- Apply knowledge of quantitative and qualitative research approaches in evaluating the quality of health and aging research papers

- Advance skills in critical thinking, group work, research design, the use of academic databases, and the writing of literature reviews

## **Required Materials and Texts**

### **Required Textbook (available through the McMaster bookstore)**

- Bryman A. and E. Bell. (2019). *Social Research Methods* (5th Canadian ed.). Don Mills, ON: Oxford University Press.

[Please go to the Campus Store website to access a copy of the Course Textbook](https://campusstore.mcmaster.ca/cgi-mcm/ws/txhome.pl?wsgm=coursematerial)

URL: <https://campusstore.mcmaster.ca/cgi-mcm/ws/txhome.pl?wsgm=coursematerial>

### **Additional Required Readings**

Listed below are two additional required (book chapter) readings. You will be able to access the PDF's of these book chapters on the Content Page of 'Avenue to Learn'.

- Creswell, J. (2003). The purpose statement. In *Research Design: qualitative, quantitative, and mixed methods approaches* (2nd ed., pp.87-98). Thousand Oaks, CA: Sage Publications.
- Del Baso, M. & Lewis, A. D. (2012). Finding and refining the topic. In *First Steps: A guide to social research* (5th ed., pp. 45-71). Toronto: Nelson Education Ltd.

### **Recommended Readings:**

- Mauldin, R. L. (2020). *Foundations of Social Work Research*. Mavs Open Press. Retrieved from <https://uta.pressbooks.pub/foundationsofsocialworkresearch/>
- Mauldin, R. L., & DeCarlo, M. (2020). *Guidebook for Social Work Literature Reviews and Research Questions*. Retrieved from <https://uta.pressbooks.pub/literaturereviewsforsocialworkresearch/>
- Sheppard, V. (2020). *Research Methods for the Social Sciences: An Introduction*. *Research Methods for the Social Sciences: An introduction*. Creative Commons Attribution NonCommercial ShareAlike. Retrieved from <https://pressbooks.bccampus.ca/jibcresearchmethods/>

These are two examples of recent qualitative and quantitative research studies in health and aging.

- [Furlotte, C., Gladstone, J. W., Cosby, R. F., & Fitzgerald, K. \(2016\). "Could we hold hands?" older lesbian and gay couples' perceptions of long-term care homes and home care. \*Canadian Journal on Aging\*, 35\(4\), 432-446. doi: DOI:10.1017/S0714980816000489](https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/1845974894/fulltextPDF/EAC64CF6E530481EPQ/1?accountid=12347)
  - URL:<https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/1845974894/fulltextPDF/EAC64CF6E530481EPQ/1?accountid=12347>

- [Novek, S., Shoostari, S., & Menec, V. H. \(2016\). Comparing the overall health, stress, and characteristics of Canadians with early-onset and late-onset dementia. \*Journal of Aging and Health\*, 28\(6\), 1016-1037. doi: 10.1177/0898264315615575](#)
  - URL:[http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/08982643/v28i0006/1016\\_ctohsacweald.xml](http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/08982643/v28i0006/1016_ctohsacweald.xml)

## **Course Format & Delivery**

### **Virtual Class Scheduled Time**

Commencing week 3 regularly scheduled virtual classes will be held on Tuesday and Wednesday. The Friday class will be dropped as you are required to attend weekly tutorials (Exception: Week 8; see course schedule). Please note that you should not plan other activities during the Friday time slot as it may be necessary to schedule some additional classes during this time. Should additional scheduling occur, you will be given advance-notice, in class and via an announcement on Avenue, regarding the scheduling of any Tuesday classes. For your individual tutorial sections and times consult Mosaic.

There are 2 components to the format and delivery of the course:

### **Online Component**

This is offered through the McMaster's online learning management system, Avenue-to-Learn (A2L). A2L is web-based and can be accessed from any internet connection. During the term, all course information including, weekly module power point slides with instructor lecture notes, required readings, videos, practice exercises, assignment guidelines and grading rubrics, and any other applicable course resources can be accessed through A2L. A2L is also used for tests, assignment submission, and feedback on assignments.

The asynchronous components for each week's module (including the power point lecture slides with instructor notes) will be posted on Monday of each week. You will also be provided with a checklist that will outline 'what you have to read' and 'what you have to do' each week. It is important to complete the required reading and begin reviewing the posted pp lecture content prior to our virtual class on Tuesday.

### **Virtual Component**

Each week I, (Dr. LeBlanc), will be available through the videoconferencing platform known as Zoom. Everyone registered in the course can access the virtual classroom through a recurring link that will be provided on Avenue to Learn. Initially you will have to register for a Zoom account using your Mac ID and password. The link to do this is provided on the Content Page of Avenue.

Virtual classes will generally include lectures where I (Dr. LeBlanc) will highlight, augment, and reinforce specific weekly content and an interactive session where you will have the opportunity to engage in interactive activities that reinforce course content,

participate in discussion, and raise questions. During the term, there will also be occasional guest lectures and workshops. For accessibility purposes, my (Dr. LeBlanc's) virtual lecture content, and any guest lecture content will be recorded (along with available closed captions and transcriptions) and posted on A2L at the end of the week. For privacy reasons, the interactive sessions will not be recorded.

Similar to face to face classes, please note that you are expected to regularly attend virtual classes and participate in weekly tutorials. Accommodation for missed work requires MSAF, SAS OR RIS approval (see p.16 for details on these forms of accommodation). It is not possible to grant accommodations for missed work due to individual work schedules.

### **Course Evaluation – Overview**

1. Midterm Test - 25% Oct 19<sup>th</sup>
2. Final Exam 30% - Scheduled by Registrar
3. Tutorials X 10 (10%)
4. Research Outline and Annotated Bibliography (10%) Due Nov 13<sup>th</sup> 11:59 pm
5. Term Assignment (25%) - Due Dec 4<sup>th</sup> 11:59 pm

### **Course Evaluation – Details**

#### **Midterm Test (25%) October 19<sup>th</sup>**

The Midterm Test will be administered on-line via the Avenue to Learn 'Quizzes' portal on October 19<sup>th</sup>. The questions will be based on material from the text, and any other posted class materials and is worth 25% of your final grade. The test will consist of 40 questions that may encompass a combination of multiple choice & multiple selection questions, matching questions, and application/conceptual questions that will test your knowledge of the required readings and additional course material. To allow for equity and accessibility, the test will be available from 9:30 am to 11:30 am on the scheduled date but once you log on, you will only have 50 minutes to complete it. Please note that if you study prior to the test you will have ample time to complete it. Adjustments will be made for students registered with SAS who have additional time for writing tests as part of their accommodations.

During the on-line test, you are not allowed to collaborate with your peers nor are you able to take screen shots, post photos, post questions online, access webpages for answers, or any similar behavior/activity etc., as doing so is a form of academic dishonesty. Read the McMaster University Academic Integrity Policy in advance of the test. Strategies are in place to prevent academic dishonesty when writing the on-line test. Although you have access to your course material during the test, please remember that to be successful, you must keep up with learning course content on a regular basis and study in advance of the test.

#### **Final Exam (30%) Scheduled by Registrar**

At the end of the term, the final exam will be administered online via the Avenue to Learn 'Quizzes' portal. The test may encompass a combination of multiple choice &

multiple selection questions, matching questions, and application/conceptual questions that will test your knowledge of the required readings and additional course material weeks 7 to 13 inclusive.

During the on-line test, you are not allowed to collaborate with your peers nor are you able to take screen shots, post photos, post questions online, access webpages for answers, or any similar behavior/activity etc., as doing so is a form of academic dishonesty. Read the McMaster University Academic Integrity Policy in advance of the test. Strategies are in place to prevent academic dishonesty when writing the on-line test. Although you have access to your course material during the test, please remember that to be successful, you must keep up with learning course content on a regular basis and study in advance of the test. Further details about the test will be posted on Avenue.

### **Tutorial Participation (10%)**

#### Tutorial Participation & Attendance (10%)

In this course skilled Teaching Assistants will be available to support your academic in a variety of ways. Tutorials will provide you with the opportunity to discuss course material, complete small group activities and assignments to facilitate learning, participate in discussions about research studies using different methods discussed in lecture, and receive help with course assignments and exam preparation.

It is mandatory that you attend and fully participate in 10 tutorials during the term to achieve the maximum grade of 10%. You must enroll in tutorial sections on Mosaic. You are responsible for knowing the times and dates for your tutorial section as scheduled in Mosaic. Scheduled tutorials begin week 3.

Tutorial participation will be assessed after each tutorial by your Teaching Assistant. During the term you will be expected to attend tutorials and complete short responses to assigned weekly activities/exercises. The exercises are intended to reinforce your understanding of the course content. You will have the opportunity to work on these exercises in groups during your scheduled tutorial sessions. The assignments will be graded based on thoughtful completion rather than accuracy. Responses must be submitted to the 'Tutorial Exercises' Avenue dropbox no later than Saturday at 11:59 pm, the week that they are due.

### **Research Outline & Annotated Bibliography (10%) Nov 13<sup>th</sup>**

To gain practice in preparing your final assignment, you will be expected to submit an outline of your proposed research that explains the goals and objectives your research. To help you determine these you will draft two 'purpose statements' (see Creswell 2003). Using a health and/or aging topic (or topics), one statement should propose to use a quantitative research design and the second statement should propose to use a qualitative research design. (Either of these may serve as a basis for your final term assignment).

Your statement should outline a direction for the proposed research, including the identification of a research question or problem (and hypothesis, if appropriate) as well as a brief outline describing the methods and sampling strategy to be used in the research. Each purpose statement should be 3 to 5 sentences in length.

In addition, your assignment should provide an annotated bibliography of 4 sources that you plan to use to write the literature review for your full assignment. The annotated bibliography will include a paragraph about each source that summarizes the key argument and findings of the sources and how you think you will use the reference to inform (provide insight into) your topic. In accordance with APA formatting ([See McMaster University Library](#)) this assignment should be double-spaced, written in 12-point Times New Roman font. Further guidelines and a grading rubric will be posted on Avenue to Learn. It is important that you work closely with your TA's in preparing your outline and final paper.

### **Term Assignment (25%) Dec 4<sup>th</sup>**

You will complete an assignment that provides a detailed account of your preliminary plan to undergo a study on a health & aging topic. You are required to include a brief introduction as well as a statement that explains the purpose of your research (a purpose statement outlines the focus and direction of the proposed research), why you wish to conduct the research, and what you hope to achieve by completing it. You are also required to identify a research question, provide a brief literature review, and discuss your research design and sampling strategy. The assignment should be 5-7 pages in length and must be written in university-level English. Assignments must be properly formatted using the APA Style Guide. Therefore, the assignment should have a title page, all pages should be numbered and have 2.54 cm (1 inch) margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. [See McMaster University Library](#) URL: <https://library.mcmaster.ca/research/citing>.

Grading for the assignment will depend on the quality of the assignment's content, accuracy, structure, grammar, and writing style. The assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later 11:59 pm on the date that it is due; emailed copies will not be accepted. More detailed instructions on the assignment and a grading rubric will be posted on Avenue and reviewed in our 'virtual' class.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (Beginning Tues Sept 7<sup>th</sup>)**

#### **Topic: Introduction to the Course**

Required Reading:

- Course Outline

Notes:



- Virtual Classes Tuesday, Wednesday, & Friday 12:30- 1:20 pm

## **Week 2 (Beginning Mon Sept 13<sup>th</sup>)**

### **Topic: Research Orientations -Theoretical Paradigms**

Required Reading:

- Text Introduction & Chapter 1- Research Orientations

Notes:

- Virtual Classes Tuesday, Wednesday, & Friday 12:30- 1:20 pm
  - Introduction to Teaching Assistants
  - *Tentative Guest Presentation: Getting excited about conducting research*

## **Week 3 (Beginning Mon Sept 20<sup>th</sup>)**

### **Topic: Research Designs**

Required Reading:

- Text Chapter 2 Research Designs
- Del Baso & Lewis ( 2012) Read pp 46-48

Notes:

- Virtual Classes Tuesday & Wednesday 12:30- 1:20 pm
- Scheduled Tutorials Begin Week 3: Tutorial Exercise: Selecting a Research Topic

## **Week 4 (Beginning Mon Sept 27<sup>th</sup>)**

### **Topic: Research Ethics**

Required Reading:

- Text Chapter 3 Research Ethics
- Del Baso & Lewis ( 2012) Read pp 48-59: How to use the library and internet; how to read monographs (books) and academic journal articles; how to plan and organize a literature review

Notes:

- Virtual Classes Wednesday 12:30- 1:20 pm
  - Tues Sept 28<sup>th</sup> Pre-recorded Guest Lecture posted on Avenue (no virtual class )
  - *Wed Sept 29<sup>th</sup> Tentative Guest Presentation Q & A: Research Ethics Board*
- Scheduled Tutorials: Tutorial Exercise: Research Questions & Hypothesis Writing

## **Week 5 (Beginning Mon Oct 4<sup>th</sup>)**

### **Topic: Quantitative Research**

Required Reading:

- Text Chapter 4
- Del Baso & Lewis ( 2012) “The Literature Review” pp 59-67

Recommended Reading

- Novek, Shooshtari, & Menec (2016). This is a quantitative scholarly research article.

Notes:

- Virtual Classes Tuesday & Wednesday 12:30- 1:20 pm
- Scheduled Tutorials: Review for Midterm Test
  - Tutorial Exercise : Measurement- Scales & Indices;

## **Week 6 (Oct 11<sup>th</sup> – 17<sup>th</sup>)**

**No Classes Midterm Recess**

## **Week 7 (Beginning Mon Oct 18<sup>th</sup> )**

### **Topic: Qualitative Research**

Required Reading:

- Chapter 9 Qualitative Research
- Furlotte, & al. (2016). This is a qualitative scholarly research article.

Notes:

- **\*\*\*Midterm Exam Tuesday Oct19<sup>th</sup> - Based on Course Material Weeks 1-5.**
- Virtual Class Wednesday
  - Review Research Outline & Annotated Bibliography Assignment
- No Scheduled Tutorials

## **Week 8 (Beginning Mon Oct 25<sup>th</sup>)**

### **Topic: Sampling**

Required Reading:

- Text Chapter 7

Notes:

- Virtual Classes Tuesday, Wednesday & Friday 12:30- 1:20 pm
  - Tentative Guest Panel Discussion- ‘Wisdom From the Field of Quantitative Research’

- Scheduled Tutorials:
  - Tutorial Exercise: Sampling

### **Week 9 (Beginning Mon Nov 1<sup>st</sup> )**

#### **Topic: Survey Research**

Readings:

- Text Chapter 5

Notes:

- Virtual Classes Tuesday & Wednesday 12:30- 1:20 pm
- Scheduled Tutorials:
  - Tutorial Exercise: Survey Question Design Exercise

### **Week 10 (Beginning Mon Nov 8<sup>th</sup>)**

#### **Topic: Qualitative Research: Conducting Fieldwork**

Readings:

- Text Chapter 10

Notes:

- Virtual Classes Tuesday & Wednesday 12:30- 1:20 pm
- Scheduled Tutorials:
  - Tutorial Exercise: Naturalistic Observation Exercise
- \*\*\*Research Assignment Outline & Annotated Bibliography Due in Avenue Drop box Saturday Nov 13<sup>th</sup> at 11:59 pm

### **Week 11 (Beginning Mon Nov 15<sup>th</sup>)**

#### **Topic: Qualitative Research: Interviewing**

Required Reading

- Text Chapter 11

Notes:

- Virtual Classes Tuesday & Wednesday 12:30- 1:20 pm
  - *Tentative Guest Panel Discussion- 'Wisdom From the Field of Qualitative Research'*
- Scheduled Tutorials: Tutorial Exercise: Preparing an Interview Guide

### **Week 12 (Beginning Mon Nov 22<sup>nd</sup>)**

#### **Topic: Unobtrusive Research**

Readings:

- Text Chapter 12 Content Analysis

Notes:

- Virtual Classes Tuesday and Wednesday 12:30- 1:20 pm
- Scheduled Tutorials:
  - Tutorial Exercise: Data Analysis Exercise

### **Week 13 (Beginning Mon Nov 29<sup>th</sup>)**

#### **Topic: Mixed Methods Research/ Course Wrap Up**

Required Reading:

- Text Chapter 14

Notes:

- Virtual Classes Tuesday & Wednesday 12:30- 1:20 pm
- Scheduled Tutorials:
  - Review for Final Exam
- \*\*\*Term Assignment Due Saturday Dec 4<sup>th</sup> 11:59 pm

### **Week 14 (Beginning Mon Dec 6<sup>th</sup>)**

No Required Reading

Notes:

- No Scheduled Classes – Independent Study
- No Tutorials

## **Course Policies**

### **Assignments**

Detailed instructions and grading rubrics for assignments will be posted on Avenue to Learn. Unless otherwise specified, each writing assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 11:59 pm on the date due; emailed copies will not be accepted. All assignments should have a title page, all pages should be numbered and have 2.54 cm (1 inch) margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly using the APA Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style.

Writing assignments will be submitted into the Avenue Assignment drop box. You can access all assignment submission folders by clicking on 'Assessments' on either the Course Announcement or Content Page of Avenue. Under 'Assessments' click on "Assignments". You will also find a direct a link to each specific assignment drop box in the weekly module that the assignment is due.

## **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

## **Missed Work/Late Assignments**

Assignments will be marked down 5% if turned in late on the day it is due, and an additional 5 percentage points for each day it is late after that; this includes weekend days and holidays. Without formal accommodations, late penalties will apply and no assignments will be accepted 1 week after the due date. This means that accommodation for missed work requires MSAF, SAS OR RIS approval (see pp. 16 for details on these forms of accommodation). It is not possible to grant accommodations for missed work due to individual work schedules.

## **Review of Marks**

We will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, I (Dr. LeBlanc) will be happy to review the mark of any assignment, if the procedure outlined below is followed. Please note that when a mark is reviewed, the new mark may be lower than the original.

To request a review of a mark, write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo via email to me. You may submit requests for review no sooner than 48 hours, and no later than 1 week after the assignment feedback is distributed via the Avenue drop box.

## **Release of Grades**

Assignment grades will NOT be given out over the phone or by email. Final exam grades will not be released by the instructor. Final course grades will be released through the Registrar's Office.

## **Course Modification**

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## **Email**

Send all emails to my McMaster email account: leblanyl@mcmaster.ca. Please consider email equivalent to any other form of written communication. Students who write to their instructors are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as “Dear Dr. LeBlanc,” and a closing that includes your full name, such as “Sincerely, John Smith.” Email failing to meet these standards may be returned unanswered. Emails that require a very short reply will be answered within 2 business days (I will generally not respond to emails over the weekend). Emails requiring a more detailed response will be answered during virtual office hours or by phone.

## **University Policies**

### **Academic Integrity**

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](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), 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.

### **Authenticity / Plagiarism Detection**

**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).

### **Courses with an On-line Element**

Some courses may use 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.

### **Online Proctoring**

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.

### **Conduct Expectations**

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 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.

## Formal Accommodations

### 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.

### Requests For Relief 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".

### Academic Accommodation For Religious, Indigenous or 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.

### Copyright and 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.

### 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, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

### Faculty of Social Sciences E-mail 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.