

# THE PRACTICE OF EVERYDAY LIFE: OBSERVATIONS AND INQUIRY

## Winter 2019

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**Lecture:** LRW 1055, Mondays 3:30–4:20 p.m. and Thursdays 2:30-4:20 p.m.

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### Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts .....	4
Class Format.....	4
Course Evaluation – Overview .....	4
Course Evaluation – Details .....	5
1.    McMaster Research Ethics Board Online TCPS2 Tutorial – 5% due Feb. 25 <sup>th</sup> 2019 .....	5
2.    Research Project – 5% due Jan. 21 <sup>st</sup> 2019.....	5
3.    Attendance – 10%.....	5
4.    Discussions/Participation – 20% .....	5
5.    Journal and Self Reflection – 20% due April 8 <sup>th</sup> 2019 .....	6
6.    Presentation/Word Cloud – 10% to be scheduled.....	6
7.    Formal Paper- 30% due April 8 <sup>th</sup> 2019.....	6
Weekly Course Schedule and Required Readings .....	7
Week 1 (Jan. 7 & 10).....	7
Week 2 (Jan 14 & 17).....	8
Week 3 (Jan. 21 & 24).....	8
Week 4 (Jan. 28 & 31).....	8
Week 5 (Feb. 4 & 7).....	9
Week 6 (Feb. 11 & 14).....	9
FEB. 18 <sup>TH</sup> – 22 <sup>ND</sup> .....	10
Week 7 (Feb. 25 & 28).....	10
Week 8 (March 4 & 7).....	10
Week 9 (March 11 & 14).....	10

Week 10 (March 18 & 21).....	10
Week 11 (March 25 & 28).....	10
Week 12 (April 1 & 4).....	11
Week 13 (April 8).....	11
Course Policies .....	11
Technical Requirements .....	11
Submission of Assignments.....	11
Grades.....	12
Late Assignments .....	12
Absences, Missed Work, Illness .....	12
Requests for Relief for Missed Academic Term Work .....	12
Avenue to Learn .....	12
Authenticity / Plagiarism Detection .....	13
Course Modification .....	13
University Policies .....	13
Academic Integrity Statement.....	13
Academic Accommodation of Students with Disabilities.....	14
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO) .....	14
Faculty of Social Sciences E-mail Communication Policy .....	14
Extreme Circumstances.....	14
Review of Marks .....	14
The Student Code of Conduct .....	15
Part-Time Students.....	15
The Student Success Center.....	15
Welcome to 3EE3.....	16

## **Course Description**

This course introduces students to the study of health, aging and society from a naturalistic observations methodological perspective. Its objectives are to encourage students to participate in research (approximately four hours per week once projects are cleared by the instructor) that looks at individuals as they go about their everyday life. The students are to look and see and to listen and hear how the individuals approach their everyday lives. The aim is to discover how members of society structure and interpret their reality. Students are to approach their naturalistic observation value free and employ a sensitive empathic listening. They are to understand the individuals observed from the individual's point of view and not from their own pre-existing set of expectations or personal bias. The student is to keep a journal of all their observations so that they may analyze the information and extrapolate the concrete products of observation. The goal here is to direct attention deeper into the elements of the public social setting realizing the phenomenon regularly occurring rather than arrive at definitive answers /models. Through this process of discovery learning, the intention is to establish the collaborative, constantly emerging patterns within the student's particular public social setting and to determine if they complement, challenge or expand the existing research literature. Students are expected to approach the exercise with an informed and open- minded stance. Overall the course is intended to strengthen the students on a scholarly plane for higher level courses within the department of Health, Aging and Society.

Given the range of possible topics and potential research projects, the instructor reserves the right to make decisions regarding course content alterations as the term progresses. Open forums of discussion and individual presentations are encouraged so that students may develop an objective and constructive stance given the status of health, aging and society as it relates to the everyday lives of Canadians.

## **Course Objectives**

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

- Engage in Naturalistic Observations and keep a detailed journal of their observations
- Cull journal notes, organize the recurring phenomenon, analyze the observations, contextualize the findings in the existing literature and generate as well as discuss any new findings with others in their Active Learning Group.
- Collectively arrive at an understanding of the issues individuals may face in their everyday lives as revealed via their Naturalistic Observations, contextualize this in the relevant theory and generate any grounded theory that relates to a further understanding of the phenomenon that have been noted.
- Work with colleagues within an Active Learning Environment, to collectively formulate a clear understanding of the everyday reality they have observed at their research site and any major issues that have presented themselves.

- Reach a consensus as an Active Learning Group as to the possible solutions and strategies regarding the findings and issues realized.
- Present a Social Impact Bond collectively created by the Active Learning Group which clearly depicts and explains how resolution of the findings and issues that have arisen, may be addressed in a meaningful way to benefit society.

### **Required Materials and Texts**

1. Custom courseware. Health Studies 3EE3: The Practice of Everyday Life.
2. Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press.

#### Resources:

1. De Certeau, Michel. (1984). *The practice of everyday life*. Los Angeles: University of California Press.
2. Northey, M., Tepperman, L., & Albanese, P. (2012). *Making sense (5<sup>th</sup> ed.)*. Canada: Alfred A. Knopf.

#### In addition:

Avenue to Learn (<http://avenue.mcmaster.ca/>):

Course information will be available through Avenue to Learn. Lecture overheads, rubrics for marking presentations/essays, marks, APA citation information not found in the text, and news items will be posted there.

### **Class Format**

Lectures will be held every Monday at 3:30 p.m. to 4:20 p.m. and Thursday at 2:30 p.m. to 4:20 p.m. in LRW 1055 the Active Learning Class Room.

### **Course Evaluation – Overview**

1. **Assignment 1:** McMaster Research Ethics Board Online TCPS2 Tutorial – 5% due Feb. 25<sup>th</sup> 2019
2. **Assignment 2:** Research Project – 5% due Jan. 21<sup>th</sup> 2019
3. **Assignment 3:** Attendance – 10%
4. **Assignment 4:** Discussions/Participation – 20%
5. **Assignment 5:** Journal and Self Reflection – 20% due April 8<sup>th</sup> 2019

6. **Assignment 6:** Presentation/Word Cloud – 10% to be scheduled
7. **Assignment 7:** Formal Paper – 30% due April 8<sup>th</sup> 2019

### **Course Evaluation – Details**

#### **1. McMaster Research Ethics Board Online TCPS2 Tutorial – 5% due Feb. 25<sup>th</sup> 2019**

All students are required to complete the McMaster Research Ethics Board's online TCPS2 tutorial (<http://reo.mcmaster.ca>) and receive their certificate of completion from that office. This must be presented to me to receive the grades for this course requirement.

#### **2. Research Project – 5% due Jan. 21<sup>st</sup> 2019**

Students will be informed as to the possible research options in the public sector if they are not sure what is acceptable and in keeping with McMaster University's Research Ethics Board parameters for this course. The Ethics Board has indicated how we are to approach this exercise. Any questionable projects/volunteer work that steps outside the boundaries that is submitted by a student will necessitate further submission to and approval by the Research Ethics Board. The Experiential Education office has worked diligently over the summer and fall term to pin point certain venues that prove appropriate for your naturalistic observation. In working closely with Nick Carnic from the Research Ethics Board, he will be lecturing the class (tentatively the second or third week of classes) with regard to expectations and protocol as you prepare to enter the field of research. As you decide on a possible public social setting of observation given this information, you are to prepare a one to two page summary regarding your choice of project and indicate what your armchair expectations of this academic venture might be. The due date for this proposal is Jan 21<sup>st</sup>, 2019.

#### **3. Attendance – 10%**

Attendance will be taken at each and every class. Students are asked to put all cell phones away during class unless there is an urgent matter that they must monitor and they have the permission of the instructor.

#### **4. Discussions/Participation – 20%**

Students will form small Active Learning Groups of 6 to 8 persons (depending on the number of students in the class and like placements). Each week, each group will engage in discussions presenting their stance on their placement work, articles/readings assigned, documentaries viewed in class and/or research exercises carried out. Each group will speak noting their observations, critical analysis and/or findings and will be evaluated collectively. Each group presentation need not be more than 10 minutes long collectively. After the initial introduction of the topic for the day, the group will then entertain their other colleagues' views, opinions, concerns and questions from the floor. Students in the audience will also earn recognition for their participation in the

discussion. Here it is important to demonstrate critical thinking, deep thinking and meta-analysis.

### **5. Journal and Self Reflection – 20% due April 8<sup>th</sup> 2019**

As you continue to complete your four hour per week naturalistic observation placement, you are to take the time to record your thoughts and observations in your personal journal. These notes are to form the basis for your contribution to the discussion within the Active Learning Group. The group's complementary journal work will facilitate the team to generate an in class presentation of relevant naturalistic observations as well as furnish the research material for analysis and reflection with regard to the writing of a joint final formal paper.

The individual journals must be handed in at the end of term along with the group paper. In addition to the submission of your personal journal, each student must include a reflection on their role in the active learning group. Here you want to note your personal role in the active learning group, your strengths and weaknesses with regard to the active learning exercise and what you have learnt about yourself in accordance with the Team Role Test and study. Overall then, what were the positives and negatives you associated with the Active Learning process.

### **6. Presentation/Word Cloud – 10% to be scheduled**

Groups will be asked to present a word cloud representing their research. Each group will then do a 15 - 20 minute presentation regarding their collective naturalistic observation project as represented by the word cloud. Once the group has completed their presentation, the remaining class members may ask questions or make comments or suggestions to help their colleagues strengthen their stance and thus perhaps improve the content of their final formal group paper.

### **7. Formal Paper- 30% due April 8<sup>th</sup> 2019**

Individual groups will be expected to submit a 15 - 20 page '**Formal Paper**' (this is fifteen to twenty pages excluding the cover page and bibliography). You will need to **connect your thoughts to the course material, text/courseware and other academic literature as you reflect upon your naturalistic observations that you have recorded in your Journal. Remember that the paper is to discuss the naturalistic observations you have made in the public social setting given the research/volunteer work you have carried out over the term regarding your project topic and draw some insightful conclusions. At the end of the paper, you are to include a final section which addresses suggestions for a Social Impact Bond as it relates to your research/volunteer work.**

**There will be an appendix to the paper where you indicate what role each person took in the Active learning group, how the group organized the tasks taken, and what each persons' contribution to the final paper was. Each person's time sheet must also be attached to the paper as well as the analysis of data template**

**(handed out in class for completion) the Active Learning Group compiled collectively.**

You must submit at least **six to fifteen peer reviewed references** used in the formal paper (texts or journal articles only and properly referenced APA style). These may include some of the articles read for class that were assigned to you and proved relevant (cited in the final formal paper) to your final paper.

**The paper will be marked on content (analytical depth, coverage/breadth, and range of sources) structure (organization, logic, flow) and style (APA style, spelling, grammar ).** This rubric will be discussed in class and a copy will be available on Avenue.

The paper is to be submitted on the due date as specified in the course outline in the manner noted in class (i.e. handed in during class or handed into the main office at a specific time if necessary). **The paper is to have a cover page with the title of the assignment (Formal Paper), the title of your project, course name and number, instructor's name, your name, your student number and the date.**

**DUE DATE: The Final Formal Paper is due Monday, April 8<sup>th</sup> 2019 during class.**

**Late papers will be penalized three (3) grades per day including weekends. The paper must also be copied into the drop box on Avenue to be analyzed for plagiarism. Late submission to the drop box may also be penalized three (3) grades per day including weekends.**

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

### **Week 1 (Jan. 7 & 10)**

Course Outline and Introduction to The Practice of Everyday Life and Naturalistic Observation.

- Completion of [Team Role Test](#) and discussion of the Active Learning process
  - <https://www.123test.com/team-roles-test/>

Assignment: Naturalistic Observation of your study/bedroom. The report is to be written up describing the room and its contents. If at all possible, take a cell phone picture of your room and bring it to class to show your group members when asked. Your information will be discussed in class next week (Week 2). Research pertaining to categorization of the types of rooms and the profile of the occupant will be presented to you to verify your findings or perhaps challenge the reliability of the established research.

## **Week 2 (Jan 14 & 17)**

The Practice of Everyday Life and Naturalistic Observation: Psychological Safety and Clarity in Active Learning

Readings from the courseware:

- Duhigg, C. (1994) *Smarter, Faster, Better*. Doubleday: Canada.
- Lencioni, P.M. (2012) *The Advantage: Why Organizational Health Trumps Everything Else in Business*. John Wiley & Sons: U.S.
- Adler, Patricia A. & Adler, Peter. (1994) Observational Techniques. In Norman K. Denzin & Yvonna S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 377-392). California: Sage Publications.

Assignment: Given your placement for your naturalistic observation, write your two page paper speaking to what you expect to encounter or experience. This is to be handed in next week Jan. 21<sup>st</sup> in class and then discussed amongst your group members to understand what you all anticipate.

## **Week 3 (Jan. 21 & 24)**

Observational Techniques: Active listening and Communication

Ethics and Research: Guest speaker from the Research Ethics Board

Readings from the courseware:

- Rogers, Carl & Farson, Richard E. Exerpt from 1957 article, Chicago (University of Chicago Industrial Relation Center) (25 pp.); also in: Newman, R. G. / Danziger, M.A. / Cohen, M. (eds.), *Communication in Business Today*, Washington C.C. (Health and Company) 1987
- Fernandes-Dols, Jose & Crivelli, Carlos. (2013 January). Emotion and expression: Naturalistic studies. *Emotional review*, Vol. 5, No. 1. , 24-29.

## **Week 4 (Jan. 28 & 31)**

Macro and Micro Naturalistic Research: What are we observing and how?

Documentary: Dog Daze

Readings from the courseware:

- Gordon, Mary. (2005). *Roots of empathy*. Toronto: Thomas Allen Publishers. Chapter 2.



Assignment: Spend one hour or so in the student centre and observe the people there. Record what you see for discussion in class next week. Take time to analyze your recorded notes and list any recurring themes documented. Hand this assignment in next week on Feb. 4<sup>th</sup>.

### **Week 5 (Feb. 4 & 7)**

Validity and Reliability: Being an objective and value free researcher.

Documentary: Some Kind of Arrangement

Readings from the text:

- Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press. Chapter 3.

Assignment: Spend time observing students across campus to see what, if any, “liking rituals” are taking place. If you care to observe individuals outside the campus in another setting you may do so. Record these for discussion in class and hand in your journal notes in class on Feb. 14<sup>th</sup>.

### **Week 6 (Feb. 11 & 14)**

Concrete Products of Observation: Having the knowledge and understanding to look and see and to listen and hear.

Reading from courseware and text:

- Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press. Chapter 6
- Anderberg, Patrice, Lepp, Margaret, Berglund, Anna-Lena, & Segesten, Kerstin. (2007) Preserving dignity in caring for older adults: A concept, analysis. *Journal of Advanced Nursing*. 59, (6), 635-643.
- Stoneman, Zolinda, Brody, Gene H. & Mackinnon, Carol, (1984). Naturalistic observations of children’s activities and roles while playing with their siblings and friends. *Child Development*. Vol.55,No.2, 617-627.

Assignment: Create a recipe for evaluation from the cost effective staples spoken to in the Basic Shelf Cook Book. I will list these for you in class as well as put the information up on Avenue. There will be a prize for the best creation to be judged by the entire class as we sample all the recipes given a community lunch we will have. More information about this will follow.

**FEB. 18<sup>TH</sup> – 22<sup>ND</sup>**

**READING WEEK**

**Week 7 (Feb. 25 & 28)**

Paying What We Have Learned Forward and Social Impact Bonds: Analysis and Findings

Readings from courseware and text:

- Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press. Chapter 2, 6, & 7.

**Week 8 (March 4 & 7)**

Presentations and Literature Discussion Regarding Social Impact Bonds

Reading in courseware:

- Cox, Benjamin. (2011 Fall-2012 Spring). Financing homelessness prevention programs with social impact bonds. *Review of banking and Financial Law*. Vol.31, 959-985.

**Week 9 (March 11 & 14)**

Presentations and Literature Discussion Regarding Social Impact Bonds

Reading from courseware:

- Geller, E. Scott, Russ, Nason W. & Altomari, Mark G. (1986). Naturalistic observations of beer drinking among college students. *Journal of Applied Behavior Analysis*. 19, 391-396.
- Walton, D., & Thomas, J.A. (2005). Naturalistic observations of driver hand positions. *Transportation Research*. Part F8, 229-238.

**Week 10 (March 18 & 21)**

Presentations, Literature Discussion and Journal Analysis

Reading from courseware:

- Darnell, Michael J. (2007). How do people really interact with TV? Naturalistic observations of digital TV and digital video recorder users. *ACM Computers in Entertainment*. Vol.5, No.2, 1-12.

**Week 11 (March 25 & 28)**

Presentations, Literature Discussion and Journal Analysis

Reading from courseware:

- Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press. Chapter 1.

### **Week 12 (April 1 & 4)**

Presentations, Literature Discussion and Journal Analysis

Reading from courseware:

- Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press. Chapter 1.

### **Week 13 (April 8)**

Wrap up. All individual course requirements and group papers to be submitted as per course evaluation.

## **Course Policies**

### **Technical Requirements**

This course will have materials, announcements, grades etc. posted online using [Avenue to Learn](#) (aka Avenue) - McMaster's online learning management system. System and software requirements can be found at <http://avenue.mcmaster.ca>

### **Submission of Assignments**

Please note the instructions for submission of work listed under the [Course Evaluation – Overview](#) and under [Weekly Course Schedule and Required Readings](#) sections. All items are clearly noted with regard to the due date and protocol for submission.

## 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

## Late Assignments

As stated in the course outline under [Course Evaluation – Overview](#), all late papers, presentations etc. will lose 3 grades per day including weekends.

## Absences, Missed Work, Illness

Should a student miss an assignment or presentation, they must notify me immediately by phone or e-mail. The student must read the information regarding deferred exams/term work. The student absence form online must be filled out only if the work missed is less than 25% of the student's final overall grade.

**ALL STUDENTS MUST COMPLETE THE TERM WORK. NO ONE MAY MISS THE PRESENTATION OR FAIL TO HAND IN ASSIGNMENTS AND ASSUME THE FINAL EXAM WILL COUNT FOR MORE. THIS IS NOT PERMITTED IN THIS COURSE.**

## 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".

## Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, 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 this course will be

deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Authenticity / Plagiarism Detection**

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **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.

## **University Policies**

### **Academic Integrity Statement**

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.

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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity), located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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 credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. [Student Accessibility Services](#) can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

### **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 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.

### **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.

### **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.

### **Review of Marks**

We are very diligent in marking all work in the course making sure all is fair and accurate. Occasionally students disagree with the marks they receive for an assignment. To have your assignment reviewed, please adhere to the following procedure.

1. Write a one-page memo describing in detail the nature of the review.
2. Submit the memo (hard copy) with your marked assignment to your teaching assistant.
3. Please make sure to submit your assignment for review no later than one week after receiving your mark and after carefully reviewing the markers comments.
4. Keep in mind that when a mark is reviewed, the new mark may be lower than the original.
5. If after this review you continue to dispute the mark, you may submit an appeal to the instructor. Please make sure to submit the one-page memo explaining the nature of your disagreement, the original assignment and the written feedback provided by your T.A.

### **The Student Code of Conduct**

[The student code of conduct](http://judicialaffairs.mcmaster.ca/student_code_of_conduct.html) is available at the following link:  
[judicialaffairs.mcmaster.ca/student\\_code\\_of\\_conduct.html](http://judicialaffairs.mcmaster.ca/student_code_of_conduct.html)

Please note that all students are expected to participate in a professional manner. Failure to do so can result in specific consequences.

### **Part-Time Students**

**Part-time students** who are attending university for the first time are encouraged to speak to me if you have any questions or concerns. I am very willing to see that you are referred to the proper people so that you may be facilitated along your career here at the university.

**The McMaster Association of Part-time Students is located in the McMaster University Student Centre, Room 234. The office may be reached by calling (905) 525-9140, ext. 22021.**

### **The Student Success Center**

**The Student Success Centre** is to help students be their best selves. It is located in **Gilmour Hall Room 110**. The center will help students as they make choices, learn from experience and develop/improve skills that will prepare them for future success upon graduation. **The management team consists of Gisela Oliveria (Career and Employment) ext. 24799 or [oliveig@mcmaster.ca](mailto:oliveig@mcmaster.ca) and Mary McCaffery (Academic Skill Advisor) ext. 27453 or [mccafm1@mcmaster.ca](mailto:mccafm1@mcmaster.ca). Should you need their assistance, do not hesitate to contact them for the appropriate mentorship you require.**

## **Welcome to 3EE3**

I look forward to working with you this term. If you should need any questions answered, please do not hesitate to call me at home (905) 637-2787 and I will be happy to discuss them. If you need to see me, I am at class at least fifteen minutes before lecture, and I am usually available after class as well. I also have regular office hours on Mondays and Thursdays from 4:45 p.m. until 6:00 p.m. If the time frames mentioned do not fit your schedule, we can make an appointment for another time slot. My office extension is 27897 or you may e-mail me at [gvoros@mcmaster.ca](mailto:gvoros@mcmaster.ca) **When you write your e-mail please include your full name, student number and the course code for the class you are attending. You must make an appointment for a meeting.**

I will be checking my e-mail regularly and try to respond within 24 hours. Again, welcome to 3EE3.