

# HLTH AGE 3EE3: THE PRACTICE OF EVERYDAY LIFE: OBSERVATIONS AND INQUIRY

Term1 Fall 2021

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**Lecture:** Tuesdays 9:30 – 11:20 &  
Wednesdays 9:30 – 10:20

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**Office Hours:** Wednesday 12:00 noon -  
2:00 p.m. by appointment on Zoom or  
call me at home 905 637-2787.

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## **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 analyse 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 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, inquire and critically 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**

The Campus Store website for their course materials is –

TBA

- 1) Custom courseware. Health Studies 3EE3: The Practice of Everyday Life.
  - The articles in the custom courseware are also available without charge on Avenue under Content under eReserves.
  - **If you prefer not to purchase the Custom courseware, the eReserves has all the articles you will need for the readings assigned.**
- 2) Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press.
  - **The Kolker chapters/articles from the text that are required readings are also available without charge on Avenue under Content under eReserves. If you prefer not to purchase the Kolker text, the eReserves has all the chapters/articles you will need as assigned readings.**

Resources (not required):

- 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 (7<sup>th</sup> ed.)*.

## **Class Format**

Lectures, podcasts, Zoom Sessions will be available and or held Tuesdays 9:30 -11:20 a.m. and Wednesdays at 9:30 to 10:20 a.m. As the term unfolds, we may cancel certain Wednesday classes so you can devote that time to your Distance Volunteering Placement and Journal writing. The Wednesday class may be re-activated if necessary. I have posted the Wednesday classes throughout the course outline as this time slot may be re-activated if it is necessary to address issues, clarify work or schedule presentations. You must keep this time slot open for class at all times.

## **Course Evaluation – Overview**

- 1) **Assignment 1: McMaster Research Ethics Board Online TCPS2 Tutorial - 5%, due Sept. 25<sup>th</sup>, 2020.**
  - E-mail me a copy of the TCPS2 Certificate verifying your completion of the Ethics Tutorial.
- 2) **Assignment 2: Distance Volunteer Expectations – 5% due Sept. 27<sup>th</sup>, 2021.**
- 3) **Assignment 3: Attendance – 10%**
- 4) **Assignment 4: Discussion/Participation – 20%**
- 5) **Assignment 5: Journal and Self Reflection – 20% due Dec. 8<sup>th</sup>, 2021**
- 6) **Assignment 6: Presentation and Word Cloud – 10% to be scheduled**
- 7) **Assignment 7: Formal Paper – 30% Due Dec. 8<sup>th</sup>, 2021**

**TEST BAN DEC. 2<sup>ND</sup> TO DEC. 8<sup>TH</sup>**

## **Course Evaluation – Details**

**Assignment 1. Worth 5%. Your TCPS2 Tutorial Certificate is due Sept. 25th, 2021**

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

**Assignment 2. Worth 5% The Distance Volunteer Expectations document due date is Sept. 27<sup>th</sup>, 2021.**

Students will be informed as to the possible Distance Volunteering options in the public sector. The Ethics Board has indicated how we are to approach this exercise. The Experiential Education office has worked diligently over the spring and summer terms to pinpoint certain venues that prove appropriate for your naturalistic observation. In working closely with the Research Ethics Board, we will be lecturing the class on Ethics regarding expectations and protocol as you prepare to enter the virtual/digital field of research. As you decide on a possible public social setting of Distance Volunteering given this information, you are to prepare a one to two page summary regarding your choice of project, indicate what your armchair expectations of this venture might be and what some of the challenges you feel you could face. The due date for this proposal is Sept. 27<sup>th</sup>, 2021.

### **Assignment 3. Worth 10% Attendance**

Attendance will be taken at each Zoom session. A final overall grade for Attendance will be calculated having monitored the attendance the entire term.

### **Assignment 4. Worth 20% Discussions/Participation**

Students will form small Active Learning Groups of 4 to 6 persons (depending on the number of students in the class and similar Distance 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. Groups may speak to their conclusions, observations etc. and/or each group will submit their summary to me via e-mail by midnight the following day. During the Zoom Sessions, the groups will then entertain their other colleagues' views, opinions, concerns and questions from the floor. Students in the group will also earn recognition for their participation in the discussions and the write ups. All students who participate in their group work are to be listed on the document submitted. Here it is important to demonstrate critical thinking, deep thinking and meta-analysis. In some instances, independent summaries/paragraphs are to be submitted. You may be asked to either e-mail these to me or to submit the work on Avenue in the Assignment Folder.

### **Assignment 5. Worth 20% Journal and Self Reflection The Journal**

As you continue to complete your approximately four hour per week naturalistic Distance Volunteering, 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 Zoom Sessions and the group work. The complementary journal work will facilitate the groups to generate a Zoom Session Presentation of relevant naturalistic observations made as well as furnish the research material for analysis and reflection with regard to the writing of a joint Final Formal Paper.

At the end of term, the individual journals must be scanned and forwarded if handwritten or sent as an attachment via e-mail if typed up on your computer. They will be evaluated for content, culling and thematization.

### **Personal Reflection**

In addition to the submission of your personal journal, each student must:

1. Include a reflection on their role in their group's Zoom Session work as well as their participation in compiling the Final Formal Paper. Here you want to note your personal role in the Active Learning group as well as your Final Formal Paper collaboration efforts.
2. You want to explain your strengths and weaknesses with regard to the active learning exercises/paper writing and what you have learned about yourself in accordance with the Team Role Test and study.
3. What competencies do you believe you developed over the course?

4. What do you believe you need to yet learn or improve upon to become a polished academic and effective professional in the future?
5. Overall then, what were the positives and negatives you associated with the whole Active Learning process?

### **Assignment 6. Worth 10% Word Cloud and Presentation**

Groups will be asked to present a word cloud representing their research. Each group will then share a 15 - 20-minute Zoom Session presentation regarding their collective Naturalistic Observation Distance Volunteering as represented by the word cloud. Once the group has completed their presentation, the remaining Zoom 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. These presentations will be scheduled in the Zoom Sessions toward the end of the course.

### **Assignment 7. Worth 30% Final Formal Paper**

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 Journals given your Distance Volunteering. Remember that the paper is to discuss the naturalistic observations you have made in the volunteer setting given the volunteer placement work you have carried out over the term regarding your project topic, contextualize this in a theoretical framework generated by your review of the literature 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 group, how the group delegated the tasks and what each persons' contribution to the final paper was.**

**Each person's personal time sheet must also be attached to the paper.**

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 under "Assessments."**

The paper is to be submitted on the due date as specified in the course outline in the manner noted in lecture. **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, students' names, students' ID# numbers and the date.**

**DUE DATE: The Final Formal Paper is due Dec. 8<sup>th</sup>, 2021, by midnight on Avenue**

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

In addition, your group paper is also to be loaded up on Avenue under Final Formal Paper. One person sends it with the participants named on the title page and all will be notified as to the final grade on the paper.

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

### **Week 1 (Sept. 7 & 8)**

We will have Zoom meetings Sept. 8 and 10 to make sure everyone has a Distance Volunteer Placement as we had discussed in the Zoom meetings held in the months of July and August. If you have registered in the course more recently, Ruthanne Talbot from Experiential Education will be a Co-host on Zoom so we can address any issues and find a placement for those still needing one. Once that has been cleared along with any related questions, we will discuss the course outline and the course requirements.

There is a two-prong approach to this course. One is to strengthen your soft methods research skills and team-work abilities in compiling, culling and analyzing information which will culminate in a collaborative Final Formal Paper for the course. The second is to critically think about the theoretical and practical application of knowledge. The idea here is for you to learn as much as possible about yourself as a Social Sciences researcher as well as expand your academic horizons regarding undertaking a new challenge in the field and understanding the practical reality of everyday living within a theoretical framework. You will be challenged to suggest creative, innovative and timely Social Impact Bonds that can enhance the health and well-being of the community participants.

### **Assessment Week 1**

- 1) For your personal growth, you are to complete the [Team Role Test](https://www.123test.com/team-roles-test/) at <https://www.123test.com/team-roles-test/>
  - In our Zoom Session next week, we will discuss what you discovered about yourself and the role you can play in a team effort



- 2) For your academic growth, you are to complete the [McMaster Ethics Board Online TCPS2 tutorial](http://reo.mcmaster.ca) at <http://reo.mcmaster.ca> and receive your certificate of completion which you will then forward me via e-mail by Sept. 27<sup>th</sup>, 2021.

#### Assignment for Week 2 (Sept. 15 & 16)

We are going to do what I hope is a fun exercise to explore Naturalistic Observation research and its application. You are to observe your personal space. Write a paragraph describing your room, the lay out and the contents of the room in detail. If possible, take a cell phone picture of your room to share with your peers in a break-out session in our Zoom Session next week or give them an actual tour of your space on Zoom. We will determine if the Naturalistic Observation research pertaining to categorization of room types and the profile of the occupant, applies and is verified by our own armchair analysis. I hope you find this an interesting and an informative exercise.

#### **Week 2 (Sept. 14 & 15)**

#### **The Practice of Everyday Life and Naturalistic Observation as a Methodology** Active Learning, Psychological Safety and Clarity

##### **1) Review Week 2 Podcasts:**

- Introduction: Experiential Learning and Active Learning
- Naturalistic Observation
- Research Ethics
- Objectivity, Critical Consciousness, an Anti-Opressive Stance
- Journaling Your Observations – What you need to do.

##### **2) Readings:**

- 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.

##### **3) Assessment Week 2**

- Be prepared to speak to three take-aways you realized about each individual reading for this week. Also pay special attention to the Adler & Adler article. Note the research ethics discussion particularly as it relates to the Tea Room research and ethical difficulties encountered.
- Given your Distance Volunteer Placement, write a one to two-page paper speaking to what you expect to encounter, or experience once engaged. This is to be posted on Avenue by Sept. 27<sup>th</sup> and the anticipated expectations discussed in the Zoom Session.

### **Week 3 (Sept. 21 & 22)**

Clear and Authentic Communication

#### **1) Review Week 3 Podcasts:**

- Communication Model and Lecture
- Johari's Window Exercise

#### **2) Readings:**

- Rogers, Carl & Farson, Richard E. Excerpt 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.

#### **3) Assessment Week 3**

- Be prepared to speak to your major takeaways from your readings for this week on Active Listening and Emotion and Expression
- Attempt to complete Johari's Window. The template is available under Content. Write a paragraph indicating any observations, surprises or difficulties noted as you attempted to complete the exercise.

### **Week 4 (Sept. 28 & 29)**

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

#### **1) Review Week 4 Podcasts**

- Introduction to the National Film Board documentary: Some Kind of Arrangement

- Empathy: Mary Gordon
- Thematization and Templating Data

## 2) Readings:

- Gordon, Mary. (2005). *Roots of empathy*. Toronto: Thomas Allen Publishers. Chapter 2.
- Pitney, W. A. and Parker, J. (2009). *Qualitative research in physical activity and the health professions*. Human Kinetics Publishers. Chapter 1.
- Pitney, W. A. and Parker, J. (2009). *Qualitative research in physical activity and the health professions*. Human Kinetics Publishers. Chapter 4.

## 3) Assessment Week 4

- What are three major takeaways you can note given your reading of the Gordon chapter? What struck you about her stance?
- Complete the Thematization and Data Template given your viewing of the documentary *Some Kind of Arrangement* with your breakout group members. You may work on this together this week and next week during our Zoom Session. It is due latest Oct. 10<sup>th</sup> 11:59 p.m. on Avenue

## Week 5 (Oct. 5 & 6)

Validity and Reliability: Being an Objective and Value Free Researcher

### 1) Review Week 5 Podcasts

- How to Court

### 2) Readings:

- 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.

### 3) Assessment Week 5

- Complete the Thematization and Data Template given your viewing of the documentary *Some Kind of Arrangement* with your breakout group members. You may work on this together this week. It is due Oct. 10<sup>th</sup> 11:59 p.m. on Avenue.

## **Week 6 (Oct. 11 - 15) FALL BREAK - ENJOY THANKSGIVING**



### **Reading Week**

## **Week 7 (Oct 19 & 20)**

Concrete Products of Naturalistic Observation: Having the Knowledge and Understanding to Look and See and to Listen and Hear

### **1) Review Week 7 Podcasts**

- Social Capital and Meaningful Change: Kolker, Chapter 6
- Social Capital and Meaningful Change: Preserving Dignity
- Social Capital and Meaningful Change: Children and Play

### **2) Readings:**

- 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.

### **3) Assessment Week 7**

- Be prepared to discuss the takeaway points from your readings for this week. Understand how they contribute to the health and well-being of individuals given the Social Capital development.
- Post on Avenue one week of your Journaling. You may choose to post any week of work up to this point. It will be reviewed as part of your Discussions/Participation grade. It is due Saturday the 23<sup>rd</sup> of Oct. 2021 by midnight.

## **Week 8 (Oct. 26 & 27)**

Social Impact Bonds and Presentation Word Clouds

### **1) Review Week 8 Podcast**

- Thematization Template
- Outline of Class Presentation
- Word Clouds

## 2) Readings:

- No readings for this week

## 3) Assessment Week 8

- Begin to work with your group to complete the Thematization Template for all your collected and culled data in preparation for your group presentation.
- Work with your group to design a word cloud that represents the themes culled from your data collection as a pictorial representation of all your findings. A link to the Word

## Week 9 (Nov. 2 & 3)

Preparation for Presentation and Formal Paper: Discussion of Social Impact Bonds

### 1) Review Week 9 Podcasts

- Final Formal Paper Outline
- Social Impact Bonds and Template for Social Impact Bonds

### 2) Readings:

- Cox, Benjamin. (2011 Fall-2012 Spring). Financing homelessness prevention programs with social impact bonds. *Review of banking and Financial Law*. Vol.31, 959-985.
- Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press. Chapter 8
- 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.

### 3) Assessment Week 9

- Given your distance volunteering and your journaling of observations, consider the Social Impact Bond that may be designed to address issues and improve the

environment within which you are working. There may be major and minor points of concern that need attention. Begin to work with your group on the Social Impact Bond Template. This will be an important part of your presentation and Final Formal Paper.

### **Week 10 (Nov. 9 & 10)**

Preparation for Presentation and Formal Paper: Discussion of Social Impact Bonds

#### **1) Review Week 10 Podcasts**

- Beer Drinking Among College Students
- Driver Hand Positions
- How to Collect

#### **2) Readings:**

- Walton, D., & Thomas, J.A. (2005). Naturalistic observations of driver hand positions. *Transportation Research*. Part F8, 229-238.
- **If you did not read last weeks' list of readings, please do so.**
  - Cox, Benjamin. (2011 Fall-2012 Spring). Financing homelessness prevention programs with social impact bonds. *Review of banking and Financial Law*. Vol.31, 959-985.
  - Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press. Chapter 8
  - 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.

#### **3) Assessment Week 10**

- If we have time you may move to break out rooms where you may spend time working together on your presentation and formal paper.

### **Week 11 (Nov. 16 & 17)**

Scheduled Presentations

### **Week 12 (Nov. 23 & 24)**

Scheduled Presentations

## **Week 13 (Nov. 30 & Dec. 1)**

Scheduled Presentations

## **Week 14 (Dec. 7 & 8)**

Scheduled Presentations and Wrap up

### **1) Assessment Week 14**

- **Make sure to post the following on Avenue, Dec. 8<sup>th</sup>, 2021, 11:59 P.M.**
  - i) **Your group's Final Formal Paper with the appendix where you note how the group organized the tasks for completing the paper and each person's contribution to the final paper. You are to indicate which portions of the paper were written by which students. If you like you may colour code the paper and provide a legend which list the student that complete that specific coloured portion. As well, there is to be a list of each student's total hours spent volunteering.**
  - ii) **Each student's Personal Journal**
  - iii) **Each student's Personal Self-Reflection**
  - iv) **Each students Time Sheet – the date and time is to be posted for each encounter.**

**TEST BAN DEC. 2<sup>ND</sup> TO DEC. 8<sup>TH</sup>**

## **Course Policies**

### **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+

<b>MARK</b>	<b>GRADE</b>
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

**Late papers will be penalized three (3) grades per day including weekends and Fall Break. No late submissions will be accepted without the proper documentation.**

### **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**

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, 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.

## **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.

### **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.

### **WELCOME TO 3EE3.**

I look forward to working with you this term. Should you have any questions, please do not hesitate to ask. I am available via Zoom meetings we can set up or call me at home 905-637-2787 during office hours. If office hours are not convenient, then please call when it is convenient for you.