

# LABOUR STUDIES 4A06

## Research and Field Experience

**Fall & Winter Terms 2019-2020**  
**Classroom: University Hall 103**  
**Class Time: Thursday 11:30**

**Instructor:**

**Term 1:**  
**Prof. David Goutor**  
**Office: KTH 723, (Phone Ext.27292)**  
**Email: [goutord@mcmaster.ca](mailto:goutord@mcmaster.ca)**  
**Office: KTH 723**  
**Office Hours: Wednesday 2:30-3:30**

**Term2:**  
**Prof. Stephanie Ross**  
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**Email: [stephross@mcmaster.ca](mailto:stephross@mcmaster.ca)**  
**Office: KTH 719**  
**Office Hours: TBA**

### 1. Course Description

This course will provide students with an opportunity to study and work in the field with a union, a government organization, a private firm or other non-government organization. They also have the choice to write a thesis on a major question in labour studies. The content and focus of the course will depend greatly upon their choice of placement and/or thesis topic – but in all cases, students will be challenged to take on their own project and develop a final paper based on a year’s worth of research and field experience.

### 2. Course Requirements – Overview

Students will take one of two tracks leading ultimately to a major written assignment: either a *research placement analysis* or a *thesis*. Each track has its own set of smaller assignments, but *all* students are expected to:

- 1) attend all course sessions and make informed, constructive contributions to class discussions.
- 2) keep in regular contact with their faculty supervisor.

Students doing a **field placement** will be expected to complete approximately 20-25 days of field work between September and early March. They are also expected to attend relevant classes and keep in regular contact with their faculty supervisor. Failure to do these things could result in failing the course. It is not sufficient to take a placement contact in September and then disappear until March. Students doing a field placement will also be expected to complete a paper of 4500 words minimum-6000 words maximum in length (about 18-22 pages, exclusive of footnotes/endnotes and bibliography).

Students doing a **thesis** will be expected to complete a paper of approximately 6500 words minimum-8,000 words maximum (about 24-32 pages; excluding footnotes/endnotes and bibliography). They

are also expected to attend relevant classes and keep in regular contact with their faculty supervisor. Failure to do these things could result in failing the course. It is not sufficient to decide on a thesis topic in September and then disappear until the end of March.

### 3. Required Reading

As this is a field course, there is no text or courseware. Background reading and research material will be determined by the content of your placement or thesis.

### 4. Evaluation Breakdown

#### OPTION 1 - FIELD PLACEMENT

	<i>Value</i>	<i>Due Date</i>
1. Student-Sponsor Agreement, WEPA form		Sept 26
2. Activity Reports (Forms will be posted on Avenue)		Oct 10 & 31,
<b>(Failure to submit an acceptable activity report will result in a deduction from your final grade.)</b>		Nov.21, Jan.9&23,
		Feb 27, Apr2
3. Placement Research Proposal including research methods	<b>5%</b>	Oct. 10
4. Ethics Proposal (tentative deadline)		Oct. 31
<b>NB: Your final paper will not be accepted unless a copy of the approved ethics proposal has been given to the instructor.</b>		
5. Proposed Topic Term 1 Paper		Oct. 31
6. Term I Paper	<b>15%</b>	Nov. 21
7. Placement Analysis (Preliminary Draft)	<b>10%</b>	Feb. 13
8. Title and Analytical Focus of Presentation		Feb. 27
9. Formal Presentation (based on placement)	<b>15%</b>	March
10. Placement Analysis (Final Version)	<b>35%</b>	Apr 2
11. Field & class participation and office hours (throughout course)	<b>20%</b>	

#### OPTION 2 - THESIS

	<i>Value</i>	<i>Due Date</i>
1. Thesis Proposal and Bibliography	<b>5%</b>	Oct. 10
2. Ethics Proposal (tentative deadline)		Nov. 6
<b>NB: Your final paper will not be accepted unless a copy of the approved ethics proposal has been given to the instructor.</b>		
3. Proposed Topic for Term 1 Paper		Nov. 8
4. Term I Paper	<b>15%</b>	Nov. 27
5. Thesis (Preliminary Draft)	<b>10%</b>	Feb. 13
6. Title and Analytical Focus of Presentation		Feb. 13
7. Formal Presentation (based on thesis)	<b>15%</b>	March
8. Thesis (Final Version)	<b>45%</b>	Apr 2
9. In class participation and office hours (throughout course)	<b>10%</b>	

**Late submissions will be penalized 2% for each working day.**

## 5. Learning Objectives

This course addresses many Undergraduate Degree Level Expectations. It will expand their breadth and especially depth of knowledge, as it will allow students to observe organizations and to make links between what they learn in class and the field where they will be placed. They will also acquire new forms of knowledge through participating in some of their organization's activities. The course will also give them greater understanding of both the application of knowledge and the limits of knowledge, as they will see how their classroom learning can or cannot be used a setting in the field.

The course will expand their knowledge of methodologies, as it provides students with the opportunity to do either 1) original field work and to develop qualitative and quantitative research skills, or 2) do an in-depth, analytical thesis. It will develop their communication skills, including their inter-personal skills they will need to settle into a placement, and their writing skills they will be to complete a major writing assignment

The course will seriously enhance their autonomy and professional capacity, as it will allow students to develop networking and communication skills and to acquire practical experience to complement their academic knowledge. It will also to help students learn how their academic skills can be used in the work world as part of their transition from student life to their chosen careers. The placements in this course also demand high levels of both individual independence and ability to work as part of a team.

## 6. CALENDAR OF EVENTS

### *Fall 2019*

September 5 **Introduction to course and assignments**

Discussion of field placements, field work ethics and sponsor-student responsibilities including student-sponsor agreement.

Placement/Thesis timelines

Process for Allocation of Placements.

**Discussion of Thesis Proposal**

September 5 - 11 (No Class)

**Students Submit Placement Choices**- by email – usually done in several waves.

September 11-19 (Still No Class)

**Allocation of Field Placements** – also usually happens in several waves. You will get notice by email of your placement.

**Ruthanne Talbot, Programming and Outreach Manager for Experiential Education**, Faculty of Social Sciences ([talbotr@mcmaster.ca](mailto:talbotr@mcmaster.ca)), will be in charge of handling the WSIB obligations related to the placement. The forms and procedures are being updated, but Ruth will explain them at the appropriate time.

Note: Ruthanne will be available in their office to answer questions about the forms.

**\*\*\*A brief class meeting MAY be needed September 19 for placement students only to explain the new procedure.**

September 11-September 26 (Between Classes)

- **Contact placement sponsors and arrange appointment**
- **Visit sponsors**: discuss placement projects (clarify the analytical goals and the research methods to be used) and organizational exposure (clarify the activities to which you will be introduced in the organization).
- Discuss mutual expectations regarding placement, including the role of the placement mentor and scheduling of meetings with the mentor.
- **Complete written student-sponsor agreement**
- **Thesis Students - Draft thesis proposal**,

September 26 **Writing & Research Methodologies Review**

**First impressions from placements and thesis projects.**

**Written Student-Sponsor Agreement due in Class**

**Completed WEPA Form due to Ruthanne Talbot, Programming and Outreach Manager for Experiential Education, Faculty of Social Sciences, ([talbotr@mcmaster.ca](mailto:talbotr@mcmaster.ca)).**

**Thesis Students: Draft Thesis Proposal Due in Class**

October 10 **Ethics and Ethics Proposal**

***Prior to attending this class, students are expected to access the Research Ethics Form (website is below).***

Discussion of placement/thesis progress and issues

Discussion of First Term Essay/Policy Analysis

**Thesis Proposal and Research Placement Proposal due in class.**

**Activity Report #1 due (signed by sponsor) in class. \*NOTE – if class times change, the deadlines for handing in these reports will change, too.**

October 31 **Discussion of placement/thesis progress and issues.**

**Proposed Essay / Policy Analysis topic due in class.**

**Ethics Proposal due in class.**

**IMPORTANT: Do not start interviews, surveys, etc. until your supervising instructor has approved and signed your ethics proposal.**

**Activity Report #2 due (signed by sponsor) in class**

Nov. 21 **Discussion of placement/thesis progress and issues.**

**Activity Report #3 due (signed by sponsor) in class.**

**Essay / Policy Analysis due in class.**

***Winter 2020***

January 9 **Data Analysis and Term 1 Paper Feedback**

**Discussion of placement/thesis progress and issues.**

**Activity Report #4 due (signed by sponsor) in class.**

January 23 **Thesis/Report Writing – Drafting and Revising**

**Discussion of placement/thesis progress and issues.**

**Activity Report #5 due (signed by sponsor) in class.**

February 13 No Class

**Preliminary Drafts of Thesis or Placement Analysis Due**

**Title and One Paragraph Explanation of the Analytical Focus of Each Presentation Due by email.**

February 27 **Preparing Presentations and Learning from your Research**

**Activity Report #6 due (signed by sponsor) in class.**

**Early March – Time TBA Class Presentations**

**IMPORTANT:** Each student has responsibility for ensuring at the outset of the course that he or she has **no scheduling conflicts** for the entire period of time on this day.

April 2 No Class

**Research Reports and Theses Due**

**Summary of Placement Activities Due.**

## **7. COURSE REQUIREMENTS: DETAILS**

### **Allocating Placements and Placement Projects**

We have identified a number of sponsors willing to participate in this course. In sorting out which students go to which placement, we will try to make the best match between student choice and employer needs. Placements can take a number of forms and involve 20-25 days (7 hour days) total in the field. An analytical project has been identified for each placement, although this is not written in stone and is open to negotiation between the sponsor and the student. Activities in the field might include working with a committee, preparing policy briefs, conducting surveys or interviews. Some placements have a well-defined range of activities for the students (e.g., job shadowing, going to meetings, etc.), while others are less structured and will require more student input.

**It is your responsibility to discuss and clarify possible activities with your sponsor and to take part in the design your own placement. In doing this you should involve your faculty supervisor. The chances of your placement succeeding will be dramatically enhanced if you take some initiative. Placements are not like other courses - you need to be much more self-directed here.**

You will prepare written work based on your involvement and activities in the placement, and will be expected to share the knowledge you acquire with the sponsor and with other students in the course.

# ASSIGNMENT DESCRIPTIONS

## 1. FORMAL STUDENT-SPONSOR AGREEMENT (Placement Option)

1-2 pages due in class or Experiential Education office by **September 26**

**You are responsible** for working out this brief summary of placement scope and activities in consultation with the sponsor. This will involve going over the project form with the sponsor and making sure that the terms of the placement and the research plan are understood. On the basis of that discussion, you should put fill out an agreement which should include:

- a brief (one paragraph) **description** of the project including a clear explanation of the main research question(s) and the significance of the project for the organization.
- a few details on how the objectives of the placement are to be fulfilled in the **work days** you are available, *including the methods and sources to be used*.
- a **tentative schedule** for research including deadlines. This is meant to help you and the mentor plan the placement – if the mentor has specific timelines that must be met, you should discuss them now. If not, you should avoid becoming too constricted to a timeline and let the placement develop.
- a **list of organizational activities** or events to which the student will likely be exposed
- **any other expectations** that the student and sponsor would like to specify and
- **the name and signature** of the on-site supervisor.

Both the student and the mentor at the sponsoring organization should have a copy of this agreement.

**Note: Your placement is much more likely to go smoothly if your duties are very clear to both sides from the start.**

It is possible that, after selecting a placement, a student may decide the placement is not suitable. Equally, the placement sponsor may decide the student is not suitable. In this event, the student may select one of the remaining placements (if any remain) or may opt to do a thesis. However, it is best for all concerned if a commitment to, or withdrawal from, a placement is decided early on.

## 2. THESIS PROJECT/PLACEMENT RESEARCH PROPOSAL

Length: 500-600 words plus bibliography/research sources due **in class Oct. 10**. **NOTE – there is flexibility on this deadline**. If your placement is more focused on field experience early on, it could take longer to develop a research proposal. **However**, you need to do this proposal in order to focus your research for the final paper.

All students will hand in a proposal for their thesis/placement research. The proposal should specify the research question the student intends to pursue for the rest of the year. The maximum length of this proposal is 600 words (about 2 typewritten pages) plus a preliminary bibliography and/or list of research sources.

This proposal must clearly specify:

- the **main topic(s)** that will be analysed. This is usually best formed as a research question.
- the **significance** of the questions to be analysed. Some of the importance will be (should be) evident in your explanation of the topic itself. But you may also consider: Why do we want to

know the answer(s)? What will be done with the research? What are the likely consequences of doing the research? Who will likely benefit from the research?

- the **main methods** that will be used to answer these questions (e.g. primary documents, secondary literature, interviews, questionnaires, etc.). Are the research methods and sources adequate?
- the **location** of the research material and how the material will be accessed. It is important in this section to show that you have discussed sources with your mentor and that the project is doable.
- a **preliminary time frame** during which the main components of the project will be done.
- a **preliminary bibliography/list of research sources** including **8-10 *good quality*** sources. **At least 5 of the sources should be annotated**, using one or two sentences to indicate its content and relevance to answering the main analytical question.

### 3. ACTIVITY REPORTS (signed by sponsor)

(Placement Option)

Oct 10 & 31, Nov. 21, Jan. 9 & 23, Feb 27, April 2.

Students doing a research placement must submit activity reports approximately every three weeks in each term. Activity reports should be submitted on the form provided and must be signed by the placement sponsor. As the form indicates, activity reports should list all activities related to the placement. These activities might include visits to the placement organization, interviews, sitting in on meetings, etc. Often students will find it useful either to keep a diary of activities, or to record in some other way the activities they do each time they are at a placement. **Please use the LS 4A6 Activity Report Forms that are provided.**

- **If a class gets rescheduled (eg. bumped back by a week), the deadline for submitting an activity report will automatically get changed to the new class date.**
- **You can hand in the activity reports at the Experiential Education office if you cannot do it in class time.**

### 4. TERM 1 PAPER (ALL STUDENTS)

A) Proposal due October 31

B) 1800-2200 word paper due Nov. 21 (15%)

The proposal has no grade value, but it's important to make sure you have a viable topic.

It should provide a clear indication of the direction your paper would be taking, and how you propose to accomplish it. The proposal should be 300-600 words in length, and **should contain the following:**

- 1) a concise statement (one or two sentences) of the *analytical question* that is the main focus of the essay or policy analysis.
- 2) a concise statement (one or two sentences) explaining the *significance of the main analytical question* i.e. why it is important to answer it.
- 3) a list of 5 or more *up-to-date, authoritative sources* (e.g. articles from refereed journals, books published by university presses, government reports, etc.; *not* articles from newspapers, magazines, questionable internet sources, etc.) that will be used to answer the main analytical question.



**Note:** This is an **analytical assignment**, not a descriptive assignment. The analytical nature of the essay or policy analysis (i.e., the proposed assessment, evaluation, or analysis) must be clearly explained in the proposal.

This assignment has two goals. First, you will have an opportunity to submit a **substantial piece of well-written work** for comment and grading. Second, you will select a topic that is related to your field work or thesis research. *You should discuss the subject of this assignment with your faculty supervisor during office hours.* This assignment might be a formal essay with a clear thesis statement, or it could take the form of a methodology paper (e.g. how to do good interviews), or a literature review on a subject relevant to your research, or it could take the form of a policy analysis.

This final essay or policy analysis will be **1800 (minimum)-2200 (maximum) words long**. **A word count must be provided on the title page.**

The final paper must include a **minimum of 7 formal academic** (scholarly, government or other similarly authoritative) references.

**The quality of writing for this assignment is expected to meet or exceed the standard for 4<sup>th</sup> year Honours Social Science students.** This includes:

- clear writing that avoids redundant and unnecessarily complex words and sentences (e.g., shorter sentences are usually preferable to longer sentences)
- proper sentence and paragraph structure
- appropriate punctuation (e.g., correct use of apostrophes, colons and semi colons)

Labour Studies has a strong commitment to helping our students improve their writing skills.

*Marks will be deducted for poor writing quality.*

**Students whose writing for this assignment is weak, will be asked to meet their faculty advisor to discuss how to improve their writing skills.**

## **5. ETHICS PROPOSAL**

**(ALL STUDENTS)**

**Proposal Due Oct 31.** No grade is awarded but *your final paper will not be accepted unless an ethics protocol has been approved.*

<b>All students must have a signed letter from their faculty supervisor approving an ethics protocol. Even if you feel you do not need ethics approval, your supervisor must agree in writing.</b>
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Many students in this course will undertake original research involving interviews, focus groups, surveys or other forms of data collection. Each student will work closely with one of the two course professors to develop consent forms and ethical practices suitable to their research question, data collection and site-specific ethical concerns. Consent forms and ethical practices will meet the criteria outlined on the McMaster University Research web site ([http://www.mcmaster.ca/ors/ethics/students\\_forms.htm](http://www.mcmaster.ca/ors/ethics/students_forms.htm)).

Students should remain in close contact with the supervising professor throughout the research process in order to ensure that ethical considerations are addressed appropriately and that research

subjects and data are fully protected.

Ethics proposals are due October 31, and will be approved by your faculty supervisor. It is likely you will need to revise your original proposal before it is approved. Use the forms on the MREB website.

In most cases, the forms include:

- **the MREB application form**, which will include a description of the research project, the proposed research tool(s) (for example: survey, interviews, focus groups, observation), *and the means you will use to preserve the anonymity of all research participants.*
- the appropriate **consent forms**.
- any **recruitment tools** for research participants.
- **copies of the research tool** (for example: questionnaire, survey, interview guide).

**6. PRELIMINARY DRAFT OF THESIS OR PLACEMENT ANALYSIS (ALL STUDENTS)**  
10%, (2800 words minimum-3600 words maximum for placement analyses; 3800 words minimum-5500 words maximum for theses), due **February 13**

The preliminary draft should show us that you have been thinking seriously about your placement experience or thesis research. It should represent a substantial analysis of a critical question based either on primary research done during your placement, on observations during your placement, and on secondary literature research. Your research focus should now be clear and specific which in turn should help you edit out secondary details so that only the most relevant points are pursued.

As this will not be a short paper, you should divide it into sections (with sub-headings, of course) and/or chapters. How to it should be divided is up to the student and will depend on the case. In all cases, the draft must include:

- a tentative **introduction** – this will be revised for the final, but it is important to begin a sketch of what you will prove, and how.
- a **section on methodology** (where appropriate).
- at least **one substantive chapter/section** of the paper.
- a brief (3-5 sentence) description of the other sections of the paper.
- and a **bibliography**.

**A word count must be included.**

**Each page except the title page must be numbered.**

The preliminary draft will provide an opportunity for faculty advisors to comment on a student's research, how they are presenting ideas, and their communication style. It is expected that ideas in the draft will still be under development. While the arguments in the report will be incomplete, *the preliminary draft must be well written and coherently organized and presented.*

## **7. PRESENTATIONS (ALL STUDENTS)**

15%, March – specific dates TBA

**IMPORTANT: Each student has responsibility for ensuring at the outset of the course that he or she has no scheduling conflicts for the entire period of time on this day.**

Each student will make an 8-10 minute presentation on key aspects of their placement research or thesis. This will be followed by a 3-5-minute question and answer period. Students may use Power Point presentation technology (or some variant) and may also want to use other communication techniques such as videos. It needs to be stressed that Power Point is to be used as means of presenting content, not as a substitute for content. Presentations with numerous technical bells and whistles, but little content will receive lower grades.

**Presentations should be memorized and presented in a clear voice, with confidence and frequent eye contact with the audience. Presentations must NOT be read. In order to deliver a good presentation, it is crucial to rehearse your presentation several times (possibly with friends or family) in advance of the actual presentation.**

**Note:** *PowerPoint or equivalent presentation software must be used during the presentation.* (When giving the presentation, it is important to face the audience, not the information you are presenting on the projection screen.)

Our preference is for students to spend their time refining their analysis and not to spend time figuring out how to make their presentations fancy. The presentations should *engage the audience* (made up of fellow students, faculty) in critical aspects of the placement report or thesis. Since the presentations are an important component of this course, **all students are expected to participate not only by making presentations but also by asking questions of the presenters.**

## **8. FINAL VERSION OF THESIS OR PLACEMENT ANALYSIS (ALL STUDENTS)**

35%, 4,500-6,000 words for research placements; 45%, 6,500-8,000 words for theses.

Due **Apr2.**

**Except for the first page, each page must be numbered.**

**Word Count Required**

Through the research you have done during your placement or for your thesis, as well as through the research you completed for your essay or policy analysis, you are now in a position to comment on what your research says about larger academic controversies, and in the case of placements about the nature of the organization you studied.

Because serious empirical research is usually complicated and full of surprises, and because longer, more complex papers pose greater organizational challenges than the ones you have written previously, you will need to devote **more time than usual** to this placement analysis or thesis. **Plan ahead!**

**Proof read your final draft *thoroughly* before handing it in.**

The final version must contain:

- a **title page**, including a **word count**
- a **table of contents** with page numbers
- an **introduction** clearly setting out what you will say, why the research question is significant, and how you will answer/prove it with evidence from your research.
- a **section on methodology** (where relevant)
- **substantive sections** marshalling evidence from your research to support the points made in your introduction
- a **conclusion** which analyses the significance of your findings in depth.

The maximum length for the *placement analysis* is 6,000 words. The maximum length for the *thesis* is 8,000 words. Both these limits are *exclusive* of bibliography and notes.

## **9. FIELD & CLASS PARTICIPATION + CONTACT WITH STUDENTS DURING COURSE** (20% for research placements; 10% for theses)

Students are **required** to keep in regular contact with their faculty supervisor. There are two ways of doing this. The first is during class: students are expected to attend classes, submit short written assignments as described above and engage in class discussion. Second, students are expected to attend office hours to discuss research progress. Contact through email also helps, but detailed discussions of issues in the research are best done in class or office hours.

Your grade will also be affected if you do not fulfill your placement duties, if you encounter problems in the field and do not get in touch with the professor to rectify the problems.

Each placement is unique. Students are responsible for making their placement work! You must keep in regular contact with the faculty supervisors during your placement. We view our role in regard to the placements as resource persons and facilitators.

Students must interact with their sponsors in a responsible, mature way. For example, you should be on time for all appointments. If you expect to be late, or cannot make an appointment, you must forewarn the person involved. Any materials or equipment borrowed must be returned. Promises made to the sponsor must be kept.

***Please remember your ethical obligation to protect the privacy of your research subjects (see below), and do not violate their trust.***

## **RESOURCE MATERIAL FOR MAJOR ASSIGNMENT AND THESIS**

It is important to keep in mind that a placement is unlike other courses. A key requirement is that you have a positive learning experience. Your research is important to your placement sponsors, and they will be an important source of information for most placement students. In all cases you should make

use of your faculty supervisors in defining your projects, developing research instruments, and accessing relevant studies. *You are expected to use your own initiative in seeking further material.* This may include standard library resources, unpublished background research documents, government records, newspapers, research on compensation cases, participation on committees (such as health and safety or grievances), interviews, surveys, etc. You are encouraged to contact agencies such as the Ministry of Labour for relevant material. The Internet should provide useful material. Resourcefulness in the search for information will weigh heavily in the final assessment of your work.

Do not be afraid to ask librarians for assistance. They are highly trained professionals and that is their job.

Many placements and some theses will involve **qualitative research techniques**, including interviews, etc. You have learned about most of these techniques in LS 3H3.

### **TRAVEL EXPENSE REIMBURSEMENT PROGRAM**

In cases where research placements entail out-of-pocket travel expenses for students (e.g. for car or bus travel), students may receive up to \$75 to help defray their research placement travel expenses. **If you anticipate travel expenses and would like to be part of this Travel Expense Reimbursement Program, please contact Brenda Morrison (bmorris@mcmaster.ca or 905 525 9140 x27723) by November 2018, and notify her of your intention to submit travel expenses. Claims for reimbursement must be submitted to Brenda by the end of March 2020.** Claims need to include: 1) original receipts (where applicable); 2) dates and exact location of travel; 3) brief explanation of purpose of travel related to research placement.

### **CONFIDENTIALITY**

Many placements will expose students to situations and material that must be treated with a degree of confidentiality. **Students are expected to honour all legitimate conditions of confidentiality they enter into with their sponsor.** Failure to respect the relationship between student and sponsor may have serious consequences including course failure. Careless treatment or loss of interview or survey data or other documents is a serious breach of confidentiality. Students doing research on human subjects (e.g. attitudinal surveys, interviews, etc.) should consult McMaster University regulations concerning research on human subjects and abide by these regulations. If there is any doubt concerning research ethics, students should discuss this issue with their faculty supervisors at the earliest opportunity.

### **DEPARTMENTAL/UNIVERSITY POLICIES:**

#### **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.

### Academic Dishonesty:

<http://www.mcmaster.ca/academicintegrity/students/index.html>

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and 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 kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### Department/University Policies:

Labour Studies staff does not date-stamp assignments, nor do they monitor the submission or return of student papers. All papers should be submitted/returned in-class, in tutorials or during Professor/TA office hours. Instructors who utilize Avenue to Learn will provide instructions on that preference.

### Absence Reporting:

<http://www.mcmaster.ca/msaf/> On-line self-reporting tool – illness lasting less than 3 days. Can only be used once per term. Instructors are not allowed to accept medical notes! These must be submitted to your Faculty office. 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". Please also communicate with the course instructor.

### Code of Conduct:

<http://studentaffairs.mcmaster.ca>

"McMaster University is a community dedicated to furthering learning, intellectual inquiry, the dissemination of knowledge and personal and professional development. Membership in this community implies acceptance of the principle of mutual respect for the rights,

responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study work and live within it.”

### **Computer Use:**

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

### **Course Modifications:**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of 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 their McMaster email and Avenue to Learn (if used by instructor) *regularly during the term* to note any changes.

### **Email Communication Policy of the Faculty of Social Sciences:**

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/TA receives a communication from an alternate address, the instructor may not reply at his or her discretion. **Please always include student name, ID, course # and TA name in messages.**

### **Evaluations (Online):**

<http://evals.mcmaster.ca>, and log in via MACID.

These help faculty and the School of Labour Studies to meet our goal of continually improving teaching effectiveness. All students in the course are invited and encouraged to complete the evaluation.

### **Student Accessibility Services:**

<http://sas.mcmaster.ca/>

**Location: MUSC – B107**

**Contact: 905-525-9140 x 28652**

*NOTE: Disclosure of disability-related information is personal and confidential.*

Student Accessibility Services offers various supports for students with disabilities. We work with full time and part time students. SAS provides or assists students with their academic and disability-related needs, including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking Programs, and Classroom Accommodations. \*Please inform the instructor if there are disability needs that are not being met.

## **McMaster University Policy on Academic Accommodation**

Please find the McMaster University policy on academic accommodation of Students with Disabilities & McMaster University Anti-Discrimination Policy at the following link:

- <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

### **Student Success Centre:**

Email Address: <http://studentsuccess.mcmaster.ca/>

Location: GH-110

Contact: 905-525-9140 x 24254

Some services include: student orientation, academic skills, volunteerism, educational planning, employment and career transition. Writing Support:

<http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html>

### **Student Wellness Centre:**

Email Address: <http://wellness.mcmaster.ca/>

Location: MUSC-B10

Contact: 905-525-9140 x 27700

Provides services in: Personal and Psychological Counselling, Mental Health Support, Medical and Health Services