Sociology 3QQ3:

Sociology Students and the Work World

Fall, 2022.

Day(s) and Time(s) of Class:

 Thurs., 2:30 pm to 4:20 pm.

 Tues., 3:30 pm to 4:20 pm.

Classroom: HH 109.

Instructor: Dr. David Young.

Email: youngd@mcmaster.ca (**Important:** Please read the instructions in the “Email Communication” sub-section below **before** sending messages).

Office Location: KTH 629.

Office Consultation:

Through Zoom and by appointment only (**Important:** Please read the “Virtual Office Meetings” sub-section below for more information).

Office Phone: Ext. 23615.

# Course Outline

My name is Dr. Young. Welcome to the course! Please carefully read through the following information in this course outline. I have covered many issues that students are often wondering about.

## Contact Information

Email communication will be one means for you to ask me questions, but you can also discuss things with me through virtual office meetings. Please read the two sub-sections below for more information. **The points in the two sub-sections below also apply to communication with any TAs I may have for the course.**

### Email Communication

If you have a question, it is best to contact me through email. Email provides an opportunity for you to develop or practice the strong business communication skills that employers are looking for! Consequently, before sending an email message, please ensure that you have carefully followed the instructions in the seven points below:

1. Please check to see if your question has been answered already somewhere in this course outline or in other course handouts. If your question has **not** been answered in the various course handouts, or if you need clarification about something in the outline or in other handouts, feel free to send an email message.
2. Please make sure that your question deals with something short and simple. Please note that complicated matters can only be addressed through face-to-face interaction (e.g., during a meeting held by appointment through Zoom).
3. Please send your message from your McMaster email account. Please do **not** send a message from another email account or from Avenue to Learn mail. Please understand that the Faculty of Social Sciences requires students to use their McMaster email account when communicating with university personnel, and university personnel are **not** obligated to reply if a message originates from another source.
4. Please use “Sociology 3QQ3” as your subject line (so that it is possible to quickly and easily identify email pertaining to this course).
5. Please start your message with an appropriate greeting or form of address followed by my name (e.g., writing “Hi Dr. Young”, “Hello Dr. Young”, or “Dear Dr. Young”). In business communication, including communication with professors or TAs, please understand that it is proper etiquette to follow a greeting or form of address with the person’s name. Please also understand that “Hey” is **not** an appropriate greeting in business communication.
6. Please write your message in a professional manner. Be polite and respectful. Where appropriate, write “please” or “thank you.” Write in full sentences and with proper spelling. Please understand that writing formal business communication to professors or TAs is **not** the same as writing text messages to friends.
7. Please bring your message to a close in a professional manner (writing “Thank you”, “Thanks”, “Regards”, “Sincerely” or something similar followed by your full name and your student number).

In the points above, I have emphasized some elements of business communication because I am trying to help you to develop the strong business communication skills that are crucial for many desirable occupations in the work world. I want you to develop these communication skills so that you can be successful out there!

After you have sent your email message, please keep the following points in mind:

1. Email that fails to follow the instructions noted above may **not** be answered (or, as a learning exercise, you may be required to re-write and re-send the email message before your question or concern will be addressed).
2. Even if you have followed the instructions, please do **not** expect an immediate response. Please understand that professors and TAs are busy people, and it may take us up to two business days to reply. Furthermore, please keep in mind that email will **only** be read and answered during regular business hours (Monday to Friday, 8:30 am to 4:30 pm). Please understand that evenings and weekends are personal and family time for me and for any TAs I may have for this course.
3. If you have not received a reply after two full business days, please check to see if you followed all the instructions provided above. If you did and still did not receive a response, it may be that the message was not received or somehow got missed. At that point, please send a follow-up message.

### Virtual Office Meetings

Most matters can be dealt with through email, but there may be some occasions when it is useful or necessary to speak face-to-face.

Due to the continuing effects of the COVID-19 pandemic, I am **not** prepared at this point to resume physical office meetings with students. My office is very small and lacks windows which open. Obviously, it is much safer to meet with students through virtual office meetings. If you wish to speak with me, please use your McMaster email account to send me a meeting request (along with several days and times that you are available). I will then be happy to set up a mutually convenient day and time for us to connect via Zoom.

## Course Description

This course is designed to assist students who will soon be graduating with an undergraduate sociology degree and either pursuing further education at the graduate level or directly entering the world of work.

The course covers important issues that sociology students need to be aware of and think about in order to enhance their prospects in the work world. Practical advice will be offered, but a great deal of attention will also be given to sociological research and other academic research related to the topics of the course.

Part I of the course considers what is involved with utilizing and building on an education in sociology. We will examine research on the skills and personal attributes that employers are looking for in job candidates as well as research on how university students see issues connected to employability. This will provide the foundation for exploring how a four-year undergraduate sociology degree gives students the opportunity to develop the skills and personal attributes that are of interest to employers as well as graduate schools, law schools, and teaching colleges. While utilizing their sociology education to enhance their employability, sociology students also have to start building on that education; they have to decide between pursuing further education or directly seeking employment, so we will conclude Part I by considering both of these options.

Part II of the course focuses on preparing for further education and preparing for the process of seeking employment. We will study research on the prospects for sociology graduates (i.e., research on the employment of former sociology students). We will then turn to issues that graduates of undergraduate sociology programs need to think about as they get ready for the future. As we will discover, it is important for sociology graduates to begin by undertaking a self-assessment (which includes critical assessment of their skills and personal attributes) and engaging in sociological reflection (by considering what they have learned from an undergraduate program in sociology and how this can be useful in terms of seeking employment and developing a life-long career). We will then discuss the next step for sociology graduates, which entails preparing a resume or a curriculum vitae that effectively conveys their personal attributes and the skills they have acquired through completion of a sociology degree and possibly further education. In order to pursue further education or employment, sociology graduates need letters of recommendation from professors or former employers. We will discover what is involved with these letters, including the importance of making a strongly favourable impression on professors or former employers in relation to skills and personal attributes.

Part III of the course examines several topics associated with seeking employment. We will consider various issues connected to the job search that are important for sociology graduates to be aware of. These include the process of researching jobs, the importance of networking with other people and developing ties that will enhance the chances of finding a job, and the positive or negative implications of social media with regard to seeking employment. Finally, we will address issues connected to job interviews and hiring decisions.

## Course Objectives

This course has several learning objectives. By the end of the course, you should:

* understand the skills and personal attributes that employers, graduate schools, law schools, and teaching colleges are looking for.
* comprehend how a sociology degree provides an opportunity to develop important skills and desirable personal attributes.
* grasp the various options available to sociology students in terms of further education or direct entry to the world of work.
* recognize how to engage in critical self-assessment and sociological reflection in preparation for further education or direct entry to the work world.
* be able to emphasize important skills and desirable personal attributes through a resume or curriculum vitae.
* be cognizant of factors that can affect your chances of getting positive letters of recommendation (which provide an assessment of skills and personal attributes).
* be aware of what is involved with the job search, job interviews, and hiring decisions.
* be able to interpret all of the above through a sociological lens by drawing on academic materials, including papers published in sociology journals or other academic journals.

All the objectives noted above are associated with the topic and content of the course. Additional objectives are connected to several of the [Undergraduate Degree Level Expectations](http://cll.mcmaster.ca/COU/degree/undergraduate.html) adopted at McMaster University. For instance, you will have the opportunity to enhance the depth and breadth of your knowledge as you learn about theoretical ideas and empirical research associated with the transition from university education to the work world. Through written work, you will have the opportunity to apply knowledge acquired in the course and enhance your communication skills. Finally, as one more example, you will be encouraged to deepen your autonomy and professional capacity by developing qualities and transferable skills necessary for further study and employment (e.g., business communication skills, time management skills, reliability, maturity, personal responsibility, and behaviour consistent with academic integrity and social responsibility).

## Course Format

Unless McMaster University shifts online again, **all classes for this course will be held in-person**.

There will be three 50-minute periods of instruction each week. Lectures will be given during the two back-to-back periods on Thursdays (noted at the beginning of this document). There will be a 10-minute break at a convenient point, which may **not** necessarily be at exactly the 50-minute mark. Students are expected to be physically present for the lectures. The additional 50-minute period on Tuesdays (noted at the beginning of this document) will be used for different purposes. In two weeks, in-person tests will be held during this period. In all other weeks, the time slot will be used to continue the lectures.

The in-person lectures will be recorded through Echo360 and available for viewing in Avenue to Learn within two or three days of being recorded. Although students are required to be physically present for the lectures, the lectures will be recorded for the benefit of any students who are absent due to COVID-19 or other illness and for the benefit of students who may wish to later review the material they heard in person. However, if technical problems prevent some lectures from being recorded, students who missed the lectures are responsible for obtaining notes from those who were present. For more information about the lectures, see the “Course Lectures” section below. **Important:** If you ask questions or contribute to discussions during the lectures, please be aware that the microphone may pick up your voice and your voice may be audible on the recording. If you are not comfortable with this, it may be best to ask any questions you have in other ways (e.g., after class, through email, or through a virtual office meeting).

**Please Note (Hearing Disability):** Please keep in mind that I am partially deaf. This makes it difficult for me to hear comments or questions during lectures, especially if there are many students in a course or if a classroom has poor acoustics. Therefore, I would very much appreciate your co-operation in two ways:

1. If you are inclined to ask questions, please sit near the front of the classroom. If you would prefer to sit at the back, perhaps you could ask your questions in other ways (e.g., after class, through email, or through a virtual office meeting). Depending on the size and acoustics of the classroom, I may not be able to hear questions from the back of the room.
2. When students are asking questions, or when any class discussions are taking place, please listen and refrain from making any noise. Competition from other sounds (talking, sorting notes, adjusting chairs, etc.) makes it extremely difficult for me to hear what someone is saying to me.

## Overview of Course Requirements

The course requirements, and the weights attached to them in the calculation of your final grade, are as follows:

Test on Part I 30% Scheduled for Oct. 25.

Test on Part II 35% Scheduled for Nov. 29.

Final Examination on Part III 35% Scheduled by the Registrar (Dec. 9 to Dec. 22).

You **must** complete **all** these course requirements. More information about the requirements can be found in the section below.

## Details of Course Requirements

Unless McMaster University shifts online again, **the two in-class tests and the final examination for this course will be held in-person**. You are expected to be physically present to write the tests and the examination. There will **not** be an option to write the tests or the examination online.

This course is divided into three parts and twelve topics (as set out in the “Course Schedule and Required Readings” section below). The first test will cover the four topics in Part I of the course. The second test will cover the four topics in Part II, and the final examination will cover the four topics in Part III. The final examination is **not** cumulative, so you will **not** be re-tested on material. Only topics **not** covered on earlier tests will appear on the final examination.

Each of the in-class tests will be 50 minutes long. They will include multiple choice questions as well as true/false questions (but **not** short-answer questions or essay questions). Most of the questions will be multiple choice, but some will be true/false. Most of the questions (at least 60%) will be based on the lectures, but a minority of the questions (possibly as much as 40%) will be based on the required readings. Questions based on the required readings will cover important points that you should have picked up from doing the readings (e.g., definitions of concepts or explanations of key issues or ideas). Questions based on the lectures will go into greater detail (e.g., definitions of concepts, examples of concepts, and details about specific theories or studies). I will **not** ask questions about certain dates (e.g., the year in which a book was published), but I might ask questions about general timeframes (e.g., which of several theories was developed first or which perspective was dominant in a particular decade).

The final examination will be two hours long. It will include multiple choice questions, true/false questions, and possibly essay questions. For information about the nature of the multiple choice and true/false questions, please read the paragraph above. In addition to answering multiple choice and true/false questions, you may be expected to answer one essay question from a choice between two questions. In each of these essay questions, I will identify a specific section of the lecture on a topic and ask you to demonstrate your comprehension of the material covered in that specific section. You will need to show detailed knowledge of the definitions, examples, descriptions, and analyses presented in that part of the lecture.

Please be aware that all essay questions and all lecture-based multiple choice or true/false questions will be derived from the current lecture material. This means that you will need the definitions, examples, descriptions, and analyses presented in the version of the course that you are taking. If you use out-dated lecture notes from an earlier version of the course, you may **not** have the material you need to be successful.

Before each test or examination, I will post an announcement on Avenue to Learn which presents more specific information (e.g., noting testing locations, indicating the exact number of multiple choice and true/false questions, specifying the weights attached to different types of questions, and providing other information). The announcement will appear on Avenue at least one week before a test or examination is to be held, and it is your responsibility to carefully read that announcement.

If you are unable to write a test or an examination on the scheduled date due to certain circumstances (medical, personal, religious, spiritual, or disability-related situations), you **must** follow official procedures established by McMaster University to request accommodation.

## Required Course Materials and Texts

Many of the required readings for this course have been assembled as eReserves and are available through Avenue to Learn. The remaining required readings come from the following textbook, which is available for purchase through the Campus Store:

Lambert, S. (2009). *Great jobs for sociology majors* (3rd ed.). McGraw-Hill.

**Important:** The publisher has **not** made an electronic version of the book available, but the print version is relatively inexpensive. I advise you to purchase a print version, which will be an excellent resource when searching for work after you graduate. Some vendors **may** sell a slightly less expensive electronic version.

**Important:** All the required readings referred to above are crucial to your success in the course. You will be required to answer questions about the readings on the two tests and the final examination. You accept full responsibility for what happens to your grades in the course if you elect to **not** purchase or complete the required readings.

Course Lectures

In relation to the required readings referred to above, it is important to be aware of two key points about the course lectures:

1. The lectures will **not** cover everything in the readings. The readings go into much greater depth on topics than is possible within the context and the time constraints of lectures, so you are expected to do a certain amount of independent learning by completing the readings and picking up additional information on your own.
2. The lectures will include some material that does **not** appear in the readings. The lectures will at times address theories, concepts, issues, studies, etc. that are absent from the content of any required reading material.

The lectures and the readings are intended to complement each other. Consequently, you need to be familiar with both and study both to be successful in the course.

## Course Schedule and Required Readings

The course schedule below identifies the course topics, the **approximate** dates when the topics will be addressed, and the required readings for the topics. We may progress a little faster or a little slower than the dates below indicate. You will be given reasonable notice if more significant changes must be made to the course schedule (e.g., dropping a topic because we have run out of time).

### Part I: Utilizing and Building on an Education in Sociology

**Topic 1 - Employer Expectations of Skills and Personal Attributes.**

Approximately Sept. 6 to Sept. 13.

Required Reading: Tymon (eReserves, Reading 1).

Required Reading: DuPre & Williams (eReserves, Reading 2).

**Topic 2 - Development of Skills and Personal Attributes through a Sociology Degree.**

Approximately Sept. 15 to Sept. 20.

Required Reading: Lambert, Introduction (textbook).

Required Reading: Finkelstein (eReserves, Reading 3).

**Topic 3 - After a Sociology Degree I: Pursuing Further Education.**

Approximately Sept. 22 to Sept. 27.

Required Reading: Lambert, Chapter 5 (textbook).

Required Reading: Spalter-Roth & Van Vooren (eReserves, Reading 4).

**Topic 4 - After a Sociology Degree II: Directly Seeking Employment.**

Approximately Sept. 29 to Oct. 4.

Required Reading: Lambert, Chapter 6, Chapter 7, Chapter 8, and Chapter 9 (textbook).

**Test on Part I**

Scheduled for Oct. 25.

Covering Topics 1 to 4.

### Part II: Preparing for Further Education or Seeking Employment

**Topic 5 - The Prospects for Sociology Graduates.**

Approximately Oct. 6 to Oct. 18.

Required Reading: Guppy et al. (eReserves, Reading 5).

Required Reading: Senter et al. (eReserves, Reading 6).

**Thanksgiving and Mid-Term Recess.**

No classes from Oct. 10 to Oct. 13.

**Topic 6 - Self-Assessment and Sociological Reflection.**

Approximately Oct. 20 to Oct. 27.

Required Reading: Lambert, Chapter 1 (textbook).

Required Reading: Knoblock (eReserves, Reading 7).

**Topic 7 - The Resume and Curriculum Vitae.**

Approximately Oct. 27 to Nov. 1.

Required Reading: Lambert, Chapter 2 (textbook).

Required Reading: Miller & Morgan (eReserves, Reading 8).

**Topic 8 - Letters of Recommendation.**

Approximately Nov. 3 to Nov. 8.

Required Reading: Payne et al. (eReserves, Reading 9).

Required Reading: Sternheimer (eReserves, Reading 10).

**Test on Part II**

Scheduled for Nov. 29.

Covering Topics 5 to 8.

### Part III: Seeking Employment

**Topic 9 - The Job Search I: Research and Strategies.**

Approximately Nov. 10 to Nov. 15.

Required Reading: Lambert, Chapter 3 (textbook).

Required Reading: Cotten et al. (eReserves, Reading 11).

**Topic 10 - The Job Search II: Strong Ties, Weak Ties.**

Approximately Nov. 17 to Nov. 22.

Required Reading: Sharone (eReserves, Reading 12).

Required Reading: Spalter-Roth et al. (eReserves, Reading 13).

**Topic 11 - The Job Search III: Implications of Social Media.**

Approximately Nov. 24 to Dec. 1.

Required Reading: Fitzpatrick et al. (eReserves, Reading 14).

Required Reading: Drouin et al. (eReserves, Reading 15).

**Topic 12 - Job Interviews and Hiring Decisions.**

Approximately Dec. 1 to Dec. 8.

Required Reading: Lambert, Chapter 4 (textbook).

Required Reading: Bills (eReserves, Reading 16).

**Final Examination on Part III**

Scheduled by the Registrar for a date as early as Dec. 9 and as late as Dec. 22.

Covering Topics 9 to 12.

## Course Policies

Please familiarize yourself with the following course policies. You are responsible for being aware of and adhering to all policies established for this course.

### Use of Avenue to Learn

Some courses (including this one) may use online elements such as Avenue to Learn. 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 McMaster email 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 online 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.

Please do **not** contact me through Avenue to Learn. There are two reasons for this. First, I prefer to use my McMaster email account for correspondence. Second, it is impossible to reply to a message sent from Avenue to a McMaster email account. Consequently, if you expect your message to be read and answered, please send the message from your McMaster email account to my McMaster email account.

Please be aware that material posted on Avenue to Learn is protected by copyright. You are permitted to print or download one copy of material that I have written (e.g., course handouts or certain course content) so that you can privately read or study this material. However, any further copying or any distribution of this material (e.g., to websites or to students not enrolled in the course) is strictly prohibited. If some academic writing has been posted on Avenue (e.g., an excerpt from a book), please note that this has been done under provisions in Canada’s Copyright Act.

### Absences and Missed Academic Term Work

If you are absent due to medical situations or personal situations, and if you wish to receive accommodation, you are required to carefully follow the procedures established in McMaster’s [Policy on Requests for Relief for Missed Academic Term Work](https://secretariat.mcmaster.ca/app/uploads/Requests-for-Relief-for-Missed-Academic-Term-Work-Policy-on.pdf). Please note that this policy does **not** provide the basis for requesting accommodation associated with religious, spiritual, or disability-related situations. Such situations are covered by other McMaster policies.

Please note that, according to the policy noted above, you are required to follow-up with your instructor **immediately** to request accommodation after submitting a Self-Report MSAF (Type A) or obtaining a “special” Administrative Report MSAF (Type B). Failure to follow-up in a timely manner may negate the opportunity for relief and result in no consideration given for missed work.

Please note that submitting a Self-Report MSAF (Type A) or submitting documentation to support an Administrative Report MSAF (Type B) is **not** an automatic guarantee of accommodation for missed academic term work. Accommodation can be denied by your Faculty/Program Office or by your instructor for various reasons (e.g., submitting an MSAF far too late, submitting inadequate documentation or submitting the documentation too late, or failing to follow-up with the instructor in a timely manner to request accommodation).

If I grant accommodation for missed work based on the policy noted above, students will be required to enter into a written agreement with me through email. There will be no accommodation without an agreement. This agreement will specify arrangements for completing the missed work (e.g., establishing a date for writing a make-up test or establishing a new due date for an assignment). The agreement will also specify what happens if students still fail to complete the missed work by the new date that was established.

### Marking Schemes

This course may utilize two different marking schemes, both of which are based on the grading system adopted by McMaster University. This system involves the following grades.

**Percentage Grades** **Equivalent Letter Grades**

90-100 A+

85-89 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

Percentage grades will be used for any multiple choice or true/false testing. Letter grades will be used for any written work. Letter grades are preferred for written work since a numerical scheme implies that it is possible to produce a perfect piece of writing. However, for purposes of interpretation and calculation of a final course grade, the numerical mid-point of a letter grade (or the approximate numerical mid-point) will also be provided. In the case of a failing grade (i.e., an F), the numerical equivalent (between 0%-49%) will be the decision of the marker.

### The Need for Appropriate and Respectful Behaviour

In this course, you are expected to exhibit appropriate and respectful behaviour. Such behaviour is required for interactions through email and through Zoom, just as it is required for interactions taking place in person. Professors, TAs, and your fellow students deserve to be treated in a polite and courteous manner.

It is your responsibility to conduct yourself in an appropriate manner during classes in this course. While we (either me or a TA) are trying to teach you, and while other students are trying to learn, please do **not** engage in any behaviour which is rude or distracting. Such behaviour includes (but is not limited to): having a private conversation with another student; eating food; reading a book or magazine; putting your head down or sleeping; doing work for another course; using a laptop computer for anything other than taking notes; and using a smartphone or other personal electronic device for any reason while the class or tutorial is underway. Please understand that such rude or distracting behaviour can make it difficult for the professor or TA to teach, and this behaviour can also make it difficult for other students to learn. For example, other students may find it hard to learn if they are distracted by the sound of chatting or eating and the sight of someone in front of them surfing the Web or playing a video game on a computer or a smartphone. You are welcome to engage in such activities while waiting for the class or tutorial to begin or while enjoying a scheduled break in the class time. However, while the class or tutorial is underway, please show consideration for me, your TA, and your classmates. If you are bothered by the behaviour of other students, you are welcome to discuss your concerns with me privately.

It is your responsibility to interact with the professor, the TA, and other students in a respectful manner. Disruptive or unacceptable behaviour is strictly prohibited. This behaviour includes (but is not limited to): speaking from your seat – or speaking up during class discussions – without raising your hand and waiting to be acknowledged by the professor or the TA; yelling at the professor, the TA, or other students; and engaging in any threatening, intimidating, degrading, harassing, or discriminatory behaviour (physically, verbally, or in writing) that is directed at the professor, the TA, or other students. Such behaviour is **not** permitted in person, and it is also **not** permitted through any electronic media where there is a clear connection to the McMaster community. Disruptive or unacceptable behaviour that occurs in or out of class may constitute a violation of McMaster University’s “Code of Student Rights and Responsibilities” (formerly known as the “Student Code of Conduct”) and be punishable by various sanctions (penalties) that can be imposed on students by the university. According to the university, all McMaster students have an obligation to familiarize themselves with the “Code of Student Rights and Responsibilities.” Again, if you are bothered by the behaviour of other students, you are welcome to discuss your concerns with me privately.

## Faculty and University Policies

Please familiarize yourself with the following Faculty and University policies. You are responsible for being aware of and adhering to policies established by the Faculty of Social Sciences and McMaster University.

### Faculty of Social Sciences Email Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University email 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 email account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply.

### 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. It can result in the grade of zero on an assignment; loss of credit with a notation on the transcript (the 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 McMaster’s [Academic Integrity Policy](https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf) and visit the website for the [Office of Academic Integrity](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 other credit has been obtained); improper

collaboration in group work; and copying or using unauthorized aids in tests and examinations.

### 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 and Responsibilities](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (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., the use of Avenue to Learn or Zoom) will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### Accommodation for Missed Academic Term Work

In the event of an absence for medical or other reasons, students should review and follow McMaster’s [Policy on Requests for Relief for Missed Academic Term Work](https://secretariat.mcmaster.ca/app/uploads/Requests-for-Relief-for-Missed-Academic-Term-Work-Policy-on.pdf).

### Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](https://sas.mcmaster.ca/) (SAS) at 905-525-9140, Ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster’s policy on [Academic Accommodation of Students with Disabilities](https://secretariat.mcmaster.ca/app/uploads/Academic-Accommodations-Policy.pdf).

### Academic Accommodation for Religious, Indigenous or Spiritual Observances

Students requiring academic accommodation based on religious, Indigenous or spiritual observances should follow the procedures set out in McMaster’s [Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) (the RISO policy). Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of the 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 constitute 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 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 and Course Modification

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