



HIST*3370*DE: Canada and the First World War

Fall 2025

Section: DE01

Department of History

Credit Weight: 0.50

Course Details

Calendar Description

This course examines Canada's role in the First World War. The question of how much the war was a transformative experience for Canadians will be central to students' learning, as they grapple with issues pertaining to race, ethnicity, class, gender, militarism, pacifism, religion, age, and memory.

Pre-Requisite(s): 7.50 credits

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Distance Education (asynchronous online)

Final Exam

There is no final exam for this course.

Course Materials

There are no required materials for this course.

Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca>

Ares

For this course, you are required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the Course Material and Reserve Services staff at:

[REDACTED]
[REDACTED]
[REDACTED]

<https://www.lib.uoguelph.ca/find/course-reserves-ares>

Learning Outcomes

Course Learning Outcomes

This course is structured thematically so that each unit examines an important aspect of Canada's wartime experience. The course endeavours to showcase some of the more understudied effects and consequences, so that you gain a more thorough understanding of the war's significance. Within each unit, you will learn from a range of interactive sources, including film and audio, and examine primary sources, such as photographs, diaries, letters, and government memoranda.

By the end of this course, you should be able to:

1. Identify and describe the major social, cultural, political, and economic events that affected Canada, as they unfolded over the period between 1914 and 1918;

2. Recognize the diversity of Canadians' wartime experiences and explain why they matter when studying the war in the twenty-first century;
 3. Assess and synthesize primary sources, such as government memoranda, propaganda, newspapers, and diary entries, so you can explain their usefulness to studies of Canada's wartime experience; and
 4. Critically evaluate historical arguments and assess contemporary historians' interpretations of historical events related to the war.
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Teaching and Learning Activities

Method of Learning

This course introduces students to the events of the First World War and the many roles that Canadians played throughout this monumental conflict. In the years leading up to the First World War, though its own dominion, Canada was still viewed as a colony of the British Empire. When war broke out in August 1914, Canada followed Britain's lead by joining the fight, despite its army and economy being entirely unprepared. During the period between 1914 and 1918 and for many years after, the war significantly impacted Canada and its people. This course will explore some of the more notable ways the First World War affected Canadians, highlighting themes and topics often ignored in traditional histories and textbooks. The course begins with a discussion of why the First World War began, followed by examinations of specific themes such as recruitment, the duties of servicemen and women, fighting the war from the home front, the impact of media and propaganda, the war's legacy in print and images, and finally how the war has been remembered and commemorated. Special attention is paid to race, class, age, and gender, so that we can better explore the histories of marginalized groups often ignored in First World War studies, including people of colour, women, children, the working class, persons with disabilities, and rural citizens.

Course Structure

This course consists of 12 weekly units:

- Unit 01: Introduction: The 'Great' War in History and Today
- Unit 02: Off to War: August 1914
- Unit 03: Recruitment
- Unit 04: The Soldier's Life
- Unit 05: Gendering the War
- Unit 06: Fighting from the Home Front
- Unit 07: Race, Ethnicity, and Dissent

- Unit 08: The Politics of Wartime
- Unit 09: Propaganda, Literature, and the Canadian Media
- Unit 10: Health, Medicine, and Technology
- Unit 11: Peace!
- Unit 12: Conclusion: A Century of Consequences and Commemoration

Units 01-03 provide you with the background necessary to understand how and why Canada went to war. With this foundation, you will progress to Units 04-07, which examine specific groups of Canadians and their responses to war. The remaining units, 08-11, explore some of the more controversial issues and offer students the opportunity to think critically about the war's broader impact on Canadian society. Finally, in Unit 12's conclusion, we examine the war's legacy and how it is remembered today.

What to Expect for Each Unit

Within each weekly unit, you will learn from a variety of primary and secondary source materials, engage with unique forms of media, participate in individual and group activities, and read two journal articles that build on content introduced in the unit. It is imperative that you read the online material for each unit **before** you complete the assigned readings. This material is meant to provide you with a strong background to the subject matter and complement the readings' themes. The assigned readings generally contain information and perspectives that are not fully explored in the online material. Likewise, there will be some vital information in the online material that will not be covered in the readings.

You should begin every unit by reading the introduction and outcomes. The outcomes will help guide your efforts as you work your way through the unit. Next, read through the online materials (this will include the background information and various activities, both graded and non-graded). Once you have read through the online material, you can examine the assigned readings. These readings are peer-reviewed/scholarly journal articles (secondary sources). They were written by experts in the field and explain specific events, individuals, or processes related to the First World War. These readings are not difficult, or overly dense, but they are written in formal academic language and may require more than one reading to grasp the full meaning of the author's argument. For each article, you will be provided with a broad overview of the main points to help guide your reading. You are strongly encouraged to make notes while you are reading as the content of the articles will be part of the Unit Knowledge Quizzes.

There will be reoccurring sections in each unit, such as the "Learning from Primary Sources" activity. Primary sources are documents created during the historical period under examination. For our purposes, you will largely analyze sources from the period between 1914 and 1920. Historians rely on primary sources because they are first-hand accounts of events. Primary sources differ from secondary sources, which offer current and diverse interpretations of historical events. By learning from primary

sources, you will be exposed to the same words, images, and ideas that Canadians were exposed to over 100 years ago. Unless directed to do so, you are not expected to submit your responses to the activities in the “Learning from Primary Sources” section, but you may want to discuss them with your peers in the Activities discussion forum.

Other activities recur in several units and vary in form and content, but all are designed to help you engage with the content covered in the unit. While most of the activities will not be graded, it is important that you complete them as they will verify knowledge, reflect on your learning experience, and build skills that will help you meet the course learning outcomes. Details for these activities will be provided within each of the units on the course website.

To succeed in the course, it is important that you review all the online content, engage with the activities, and complete assessments and assigned readings. By doing so, you will be able to meet the course and individual unit outcomes and understand how the content relates back to the course’s overall objectives.

Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

Unit 01: Introduction: The ‘Great’ War in History and Today

Week 1 – Thursday, September 4 to Sunday, September 14

Readings

- Website: Unit 01
- Ares
 - No readings

Activities

- Familiarize yourself with the course website by selecting **Start Here** on the navbar.
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar.
- Complete the **Practice Quiz** using Respondus through the **Quizzes** tool.
- Take the **Course Scavenger Hunt** (Select **Quizzes** from the **Tools** dropdown menu in the navbar)

- Introduce yourself in the “Introductions” discussion (Select **Discussions** from the **Tools**)

Assessments

- None

Unit 02: Off to War: August 1914

Week 2 – Monday, September 15 to Sunday, September 21

Readings

- Website: Unit 02
- Ares
 - Paul Maroney, “‘Lest We Forget’: War and Meaning in English Canada, 1885- 1914,” *Journal of Canadian Studies* 32 (Winter 1997/1998): 108-124.
 - Robert Rutherford, “Canada’s August Festival: Communitas, Liminality, and Social Memory,” *Canadian Historical Review* 77 (2) (June 1996): 221-249.

Activities

- Complete Activities 2.1 through 2.3
- Complete “Learning from Primary Sources” activity
- Participate in Unit 02 Activities discussion

Assessments

- Take Unit 01/Unit 02 Knowledge Quiz
 - Opens: Monday, September 15 at 12:01 a.m. ET
 - Closes: Sunday, September 21 at 11:59 p.m. ET

Unit 03: Recruitment

Week 3 – Monday, September 22 to Sunday, September 28

Readings

- Ares
 - Matt Baker, “‘The List of the Nation’s Heroes’: Voluntary Enlistment in Chatham, Ontario, 1914-1916,” *Canadian Military History* 24 (1) (2015): 141-180.

- Curt Mainville, "The Middlemore Boys: Immigration, Settlement, and Great War Volunteerism in New Brunswick," *Acadiensis* 42 (2) (Summer/Autumn 2013): 51-74.

Activities

- Complete Activities 3.1 through 3.3
- Complete "Learning from Primary Sources" activity
- Participate in Unit 03 Activities discussion

Assessments

- Take Primary vs. Secondary Sources Quiz
 - Opens: Monday, September 22 at 12:01 a.m. ET
 - Closes: Sunday, September 28 at 11:59 p.m. ET

Unit 04: The Soldier's Life

Week 4 – Monday, September 29 to Sunday, October 5

Readings

- Ares
 - Mark Sheftall, "Mythologising the Dominion Fighting Man: Australian and Canadian Narratives of the First World War Soldier, 1914-39," *Australian Historical Studies* 46 (1): 81-99.
 - Andrew Horrall, "'Keep-A-Fighting! Play the Game!' Baseball and the Canadian Forces during the First World War," *Canadian Military History* 10 (2) (2001): 27-40.

Activities

- Complete Activities 4.1 through 4.3
- Complete "Learning from Primary Sources" activity
- Participate in Unit 04 Activities discussion

Assessments

- Take Unit 03/Unit 04 Knowledge Quiz
 - Opens: Monday, September 29 at 12:01 a.m. ET
 - Closes: Sunday, October 5 at 11:59 p.m. ET

Unit 05: Gendering the War

Week 5 – Monday, October 6 to Friday, October 10

Note: This is a shortened learning week due to the Fall Study break. Please note the due dates carefully.

Readings

- Website: Unit 05
- Ares
 - Sarah Glassford, “‘The Greatest Mother in the World’: Carework and the Discourse of Mothering in the Canadian Red Cross Society during the First World War,” *Journal of the Association for Research on Mothering* 10 (1) (2008): 219-232.
 - Cynthia Toman, “‘Help Us, Serve England’: First World War Military Nursing and National Identities,” *Canadian Bulletin of Medical History* 30 (1) (2013): 143-166.

Activities

- Complete Activity 5.1
- Complete “Learning from Primary Sources” activity
- Participate in Unit 05 Activities discussion

Assessments

- Complete Heritage Minute – Part I assignment
 - Due: Friday, October 10 by 11:59 p.m. ET

Unit 06: Fighting from the Home Front

Week 6 – Wednesday, October 15 to Sunday, October 19

Note: This is a shortened learning week due to the Fall Study break. Please note the due dates carefully.

Readings

- Website: Unit 06
- Ares
 - Steve Marti, “For Kin and County: Scale, Identity, and English-Canadian Voluntary Societies, 1914-1918,” *Histoire sociale/Social History* 47 (94): 333- 351.

- Brandon Dimmel, "Bats Along the Border: Sport, Festivals, and Culture in an International Community during the First World War," *American Review of Canadian Studies* 40 (3): 326-337.

Activities

- Complete Activities 6.1 through 6.3
- Complete "Learning from Primary Sources" activity
- Participate in Unit 06 Activities discussion

Assessments

- Take Unit 05/Unit 06 Knowledge Quiz
 - Opens: Monday, October 13 at 12:01 a.m. ET
 - Closes: Sunday, October 19 at 11:59 p.m. ET

Unit 07: Race, Ethnicity, and Dissent

Week 7 – Monday, October 20 to Sunday, October 26

Readings

- Website: Unit 07
- Ares
 - Katharine McGowan, "'In the Interest of the Indians': The Department of Indian Affairs, Charles Cooke and the Recruitment of Native Men in Southern Ontario for the Canadian Expeditionary Force, 1916," *Ontario History* 102 (1) (Spring 2010): 109-124.
 - Allan Rowe, "'The Mysterious Oriental Mind': Ethnic Surveillance and the Chinese in Canada During the Great War," *Canadian Ethnic Studies* 36 (1) (2004): 48-70.

Activities

- Complete Activities 7.1 and 7.2
- Complete "Learning from Primary Sources" activity
- Participate in Unit 07 Activities discussion

Assessments

- None

Unit 08: The Politics of Wartime

Week 8 – Monday, October 27 to Sunday, November 2

Readings

- Website: Unit 08
- Ares
 - Tarah Brookfield, “Divided by the Ballot Box: The Montreal Council of Women and the 1917 Election,” *Canadian Historical Review* 89 (4) (December 2008): 473-501.
 - Tim Cook, “‘Our first duty is to win, at any cost’: Sir Robert Borden during the Great War,” *Journal of Military and Strategic Studies* 13 (3) (Spring 2011): 1-24.

Activities

- Complete Activity 8.1
- Complete “Learning from Primary Sources” activity
- Participate in Unit 08 Activities discussion

Assessments

- Take Unit 07/Unit 08 Knowledge Quiz
 - Opens: Monday, October 27 at 12:01 a.m. ET
 - Closes: Sunday, November 2 at 11:59 p.m. ET
- Complete Primary Source Analysis assignment
 - Due: Friday, October 31 by 11:59 p.m. ET

Unit 09: Propaganda, Literature, and the Canadian Media

Week 9 – Monday, November 3 to Sunday, November 9

Readings

- Website: Unit 09
- Ares
 - Tim Cook, “Anti-Heroes of the Canadian Expeditionary Force,” *Journal of the Canadian Historical Association* 19 (1) (2008): 171-193.

- Peter Webb, “‘A righteous cause’: War Propaganda and Canadian Fiction, 1915-1921,” *British Journal of Canadian Studies* 24 (1) (2011): 31-48.

Activities

- Complete Activities 9.1 through 9.3
- Complete “Learning from Primary Sources” activity
- Participate in Unit 09 Activities discussion

Assessments

- None

Unit 10: Health, Medicine, and Technology

Week 10 – Monday, November 10 to Sunday, November 16

Readings

- Website: Unit 10
- Ares
 - Mark Humphries, “War’s Long Shadow: Masculinity, Medicine, and the Gendered Politics of Trauma, 1914-1939,” *Canadian Historical Review* 91 (3) (September 2010): 503-531.
 - Fred Mason, “Sculpting Soldiers and Reclaiming the Maimed: R. Tait McKenzie’s Work in the First World War Period,” *Canadian Bulletin of Medical History* 27 (2) (2010): 363-383.

Activities

- Complete Activity 10.1 through 10.3
- Complete “Learning from Primary Sources” activity
- Participate in Unit 10 Activities Discussion

Assessments

- Take Unit 09/Unit 10 Knowledge Quiz
 - Opens: Monday, November 10 at 12:01 a.m. ET
 - Closes: Sunday, November 16 at 11:59 p.m. ET

Unit 11: Peace!

Week 11 – Monday, November 17 to Sunday, November 23

Readings

- Website: Unit 11
- Ares
 - A.J. Withers, “(Re)constructing and (Re)habilitating the Disabled Body: World War One Era Disability Policy and Its Enduring Ramifications,” *Canadian Review of Social Policy* (April 2016): unpaginated.
 - Tim Cook, “From Destruction to Construction: The Khaki University of Canada, 1917-1919,” *Journal of Canadian Studies* 37 (1) (Spring 2002): 109-143.

Activities

- Complete Activities 11.1 and 11. 2
- Complete “Learning from Primary Sources” activity
- Participate in Unit 11 Activities discussion

Assessments

- None

Unit 12: Conclusion: A Century of Consequences and Commemoration

Week 12 – Monday, November 24 to Friday, November 28

Note: This is a shortened week. Please note the due dates carefully.

Readings

- Website: Unit 12
- Ares
 - Eric McGeer, “‘Time but the impression deeper makes’: Approaches to Canadian Epitaphs of the Great War,” *Canadian Military History* 22 (2) (2015): 19-30.
 - Eric Brown & Tim Cook, “The 1936 Vimy Pilgrimage,” *Canadian Military History* 20 (2) (2011): 37-54.

Activities

- Complete Activities 12.1 through 12.4
- Complete “Learning from Primary Sources” activity
- Participate in Unit 12 Activities discussion

Assessments

- Take Unit 11/Unit 12 Knowledge Quiz
 - Opens: Monday, November 24 at 12:01 a.m. ET
 - Closes: Friday, November 28 at 11:59 p.m. ET
 - Complete Heritage Minute – Part II assignment
 - Due: Friday, November 28 by 11:59 p.m. ET
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Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

Table 1: Course Assessments

Assessment Item	Weight	Learning Outcomes
Unit Knowledge Quizzes	30% (6 x 5% each)	1, 4
Primary vs. Secondary Sources Quiz	10%	2, 4
Heritage Minute – Part I	15%	1, 2, 3, 4
Primary Source Analysis	20%	1, 2, 3
Heritage Minute – Part II	25%	1, 2, 3, 4
Total	100%	

Assessment Descriptions

Unit Knowledge Quizzes (x6)

Every two weeks, you will complete a Knowledge Quiz that includes information from the units' content and assigned readings. The Knowledge Quizzes will be grouped so two units are included in one quiz (i.e., Unit 01/02; Unit 03/04; Unit 05/06; Unit 07/08; Unit 09/10; Unit 11/12). The quizzes will open on the Monday and close on the Sunday of the second unit in the group (e.g., Unit 03/04 Knowledge Quiz opens on the Monday

of Unit/Week 4 in the course). Except for some shortened weeks in the course (see the course schedule for more details), the quizzes will only be open for seven days. You may complete the quiz at any point during the seven days. Each quiz consists of 20 multiple choice questions that assess and measure the knowledge you gained. The quizzes are timed, and once you start, you must complete and submit the quiz within 30 minutes. When you are done, you will be provided with your score, but you will not be able to see which questions you got wrong and what the correct answers are. Further details are provided in the **Contents** section of the course site under **Assessments**.

Primary vs. Secondary Sources Quiz

This quiz assesses your ability to differentiate between primary and secondary sources. Because you will be using both kinds of sources in your course assignments, it is important that you learn the purpose of each and when it's appropriate to use them. To prepare for the quiz, you will read some materials provided to you on the course website. The quiz opens on the Monday and closes on the Sunday of Unit 03. You may complete the quiz at any point during the seven days. You will be given 15 questions consisting of a mix of true/false and multiple-choice formats. The quiz is timed, and once you start, you must complete and submit the quiz within 30 minutes. When you are done, you will be provided with your score, but you will not be able to see which questions you got wrong and what the correct answers are. Further details are provided in the **Contents** section of the course site under **Assessments**.

Note: This course requires the use of Respondus LockDown Browser to proctor your quizzes within CourseLink. Use of Lockdown Browser has been implemented to maintain the academic integrity of the quizzes. You must [download and install LockDown Browser](#) to complete all course quizzes.

Similar to a sit-down quiz/exam where you must arrive prior to the start of the quiz/exam, it is highly recommended that you enter the online exam environment in Respondus at least 20-30 minutes before the end of the available window to allow enough time for you to complete the Respondus Startup Sequence and ensure that you have enough time for the quiz.

Please be sure to review the Using Respondus Lockdown Browser instructions by selecting **Content** on the navbar to locate **Assessments** in the table of contents panel.

Important Note: There is a Practice Quiz that you are required to take before you complete the course's quizzes. The purpose of the Practice Quiz is to ensure that Respondus LockDown Browser is set up properly and that you are comfortable using the software.

If you have any questions regarding the use of Respondus Lockdown Browser or if you encounter any technical issues during the Practice Quiz or other course quizzes, please contact CourseLink Support at courselink@uoguelph.ca or 519-824-4120 ext. 56939.

<http://www.respondus.com/lockdown/download.php?id=273932365>

<https://www.uoguelph.ca/webadvisor>

<https://www.uoguelph.ca/registrar/enrolment-records/exams/#exam-schedules-by-semester>

Heritage Minute – Part I

Since 1991, Heritage Minutes have been shown on television (and now exist on the internet) as one-minute synopses of key moments in Canadian history. While several have been created that pertain to the First World War, arguably there are many other war-related events, people, policies, and themes that deserve a Heritage Minute. The purpose of the Heritage Minute – Part I assignment is to propose a new Heritage Minute about Canada and the First World War. In the proposal, you will indicate your chosen topic and offer a brief background, explain why the topic is deserving of a Heritage Minute, provide a list of six primary and secondary sources that will help you prepare the Minute, and offer an overview of how you will create the Minute (i.e., which form of media will you use, what will each shot or scene look like, who is the cast characters, etc). Further details are provided in the **Contents** section of the course site under **Assessments**.

Primary Source Analysis

To better understand Canadians' experiences with the First World War, you will choose a primary source from a provided list and answer a series of questions about that source. The selection, which includes newspaper articles, memoirs, letters, and pieces of ephemera, has been compiled using sources available online and ones digitized by the University's Archival & Special Collections. The provided options are meant to cater to a range of interests, abilities, and knowledge levels. After choosing a source, you will respond to a series of questions related to the source's provenance, creator, contents, applicability to the study of history, and significance when thinking about Canada's wartime experience. Further details are provided in the **Contents** section of the course site under **Assessments**.

Heritage Minute – Part II

According to the details provided in your Heritage Minute – Part I assignment, you will construct and submit your Heritage Minute in a format of your choosing. This could be, but isn't limited to, a slide deck, a series of hand-drawn illustrations, a video with animation, a video with live actors, a video with a series of images and narration, etc). For whatever format you choose, a script must be included if there is any dialogue or narration. The completed Heritage Minute should also be accompanied by a bibliography listing all sources used to construct the finished product and a short paper where you reflect on the process of planning and creating the Heritage Minute. Further details are provided in the **Contents** section of the course site under **Assessments**.

Last Day to Drop Course

The final day to drop Fall 2025 courses without academic penalty is the last day of classes, November 28.

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

Use of Artificial Intelligence

In this course, the use of any generative Artificial Intelligence (genAI) program to conduct research, analyze information, and/or generate text is **strictly prohibited**. This includes using genAI programs for discussion posts, quizzes, and written course assignments. To align with course objectives, students are expected to complete their work independently and showcase their critical thinking and problem-solving abilities. The unauthorized use of genAI to produce coursework is considered a form of academic misconduct. Any misuse of genAI tools, including submitting AI-generated work, may be considered academic misconduct. Throughout the course, you should keep detailed research notes and drafts of any coursework to show that you are completing your work without assistance. If genAI usage is suspected, students may be asked to meet with the instructor to verify the work they submitted.

Review the [University of Guelph's Statement on Artificial Intelligence Systems, ChatGPT, and Academic Integrity](#) for more information.

<https://news.uoguelph.ca/2023/03/university-of-guelph-statement-on-artificial-intelligence-systems-chatgpt-academic-integrity/>

Course Grading Policies

Extension Considerations

Extensions will be considered by the instructor for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help return marked materials to you in the shortest possible time.

Late Assignments

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by 5% per day (including weekend days) after the deadline for the submission of the assignment to a limit of seven days at which time access to the **Dropbox** folder will be closed.

Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will have grades posted online within 2 weeks of the submission deadline, if the assignment was submitted on time. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

Final grades will be available at the end of the semester. Students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID).

Open Learning program students should log in to the [Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://www.uoguelph.ca/webadvisor>

<https://courses.scs.uoguelph.ca/portal/logon.do?method=load>

Submission of Assignments to Dropbox

All assignments for this course should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all your assignments in the event that they are lost in transition. To avoid any last-minute computer problems, your instructor strongly recommends you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

<https://support.courselink.uoguelph.ca/contact>

Extra Credit

This course does not allow the submission of extra credit assignments. Only the assignments listed here in the Assessments section and described on the course website will be accepted.

Re-Grading Policy

If you feel that a grade has been unjustly assigned, you must email the assignment's evaluator (either the instructor or a teaching assistant) and clearly indicate why you have an issue with the grade. This must happen within one week of the grade and feedback being published on the course website. A virtual meeting between you and the evaluator will be convened to discuss the grade and the course of action. Please note that any requests to re-evaluate grades may result in a grade rising, falling, or remaining the same.

Beyond this course practice, the University of Guelph has a final grade reassessment policy. See Section VIII of the Undergraduate Calendar for more details.

[Grade Reassessment: University of Guelph](#)

<https://calendar.uoguelph.ca/associate-diploma/associate-diploma-regulations-procedures/grade-reassessment/>

Technology Requirements and Technical Support

CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. Results will be displayed in a new browser window.

<https://www.uoguelph.ca/continuing-studies/technical-requirements/>

<https://courselink.uoguelph.ca/d2l/systemCheck>

Respondus LockDown Browser Requirements

Respondus LockDown Browser is a locked browser for taking exams in CourseLink. It prevents you from printing and copying; using other operating software; using search engines (e.g., going to another URL); communicating via instant messaging; and it blocks non-web-related software (e.g., Adobe PDF, Microsoft Word).

In order to use Respondus LockDown Browser, your computer system must meet the following [system and software requirements](#).

If you have any questions about the system and software requirements, contact [CourseLink Support](#).

<https://www.uoguelph.ca/continuing-studies/technical-requirements/#Respondus-LockDown-Browser-and-Monitor>

<https://support.courselink.uoguelph.ca/contact>

Microsoft Teams Requirements

This course will use **Microsoft Teams** as a video communication tool. A webcam, a microphone, and headphones/speakers may be needed. Review [System requirements for Teams for personal use \(microsoft.com\)](https://support.microsoft.com/en-us/office/system-requirements-for-teams-for-personal-use-dae0234b-839c-4f85-ae75-d14ad2baa978) to ensure that your computer meets the technical requirements.

<https://support.microsoft.com/en-us/office/system-requirements-for-teams-for-personal-use-dae0234b-839c-4f85-ae75-d14ad2baa978>

Zoom Requirements

This course will use **Zoom** as a video communication tool. A Webcam, headphones/speakers may be needed. Review the [Zoom information for students](#) to ensure that your computer meets the technical requirements.

<https://support.courselink.uoguelph.ca/students/courselink/tools/content/zoom>

Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Chrome); and
- Perform online research using various search engines (e.g., Google) and library databases.

Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.



Standard Statements for Online Courses

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](https://www.uoguelph.ca/ccs/infosec/aup), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following means of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor will be here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 48 to 72 hours.

- **Online meeting:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting using Zoom. Online meetings depend on the availability of you and the instructor and are booked on a first come first served basis.

Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

Copyright Notice

Content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or have been copied under an exception or limitation in Canadian Copyright law. The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as

permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third-party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes. Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses. For more information about students' rights and obligations with respect to copyrighted works, review the [Fair Dealing Policy](#).

<https://www.lib.uoguelph.ca/about/policies/fair-dealing-policy>

Turnitin Originality Check

In this course, your instructor will be using Turnitin, integrated with the CourseLink **Dropbox** tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that you will be able to educate and empower yourself in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Standard Statements for Open Learning Program Students

As a student at the University of Guelph, it is important to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

Open Learning program (OLp) students are required to follow the same Senate-approved academic regulations as University of Guelph undergraduate students. For information on academic misconduct, academic accessibility accommodations, academic accommodation of religious obligations, and withdrawal procedures, consult [Academic Policies and Procedures](#) and [Withdrawals, Refunds, and Transfers](#) on the School of Continuing Studies website. You may also contact the School of Continuing Studies' [Learner Success Advisor](#) for assistance.

<https://www.uoguelph.ca/continuing-studies/academic-policies/>

<https://www.uoguelph.ca/continuing-studies/withdrawals-refunds-transfers/>

scs-counsellor@uoguelph.ca

Standard Statements for Undergraduate Courses

As a student at the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph degree and associate diploma student**, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>

Accessibility

University of Guelph Degree Students

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a

disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the [SAS website](#).

<https://wellness.uoguelph.ca/accessibility/>

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodations of Religious Obligations](#).

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and well-being services at the [Vaccarino Centre for Student Wellness](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

<https://wellness.uoguelph.ca/>

<https://wellness.uoguelph.ca/navigators>

<https://wellness.uoguelph.ca/shine-this-year>

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

<https://calendar.uoguelph.ca/>

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.