



## **MUSC\*2140 History of Jazz**

Winter 2021

Section(s): DE

School of Fine Art and Music

Credit Weight: 0.50

Version 1.00 - November 06, 2020

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### **1 Course Details**

#### **1.1 Calendar Description**

A survey of the major styles, personalities, and performances of the jazz tradition in terms of its social and cultural contexts through the examination of jazz texts and commentary, autobiographies of musicians, and recorded examples of important performances.

**Pre-Requisites:** 2.00 credits

#### **1.2 Course Description**

This course is an historical survey of jazz. You will listen to important jazz recordings, learn how to recognize jazz styles and the performance practice of individual jazz musicians, watch some of the major figures in jazz in performance, read about the lives of many of the great jazz musicians, think about the context in which this music was made and how the circumstances and the music interacted, discuss some of the major issues in jazz history and historiography such as the role of technology, the impact of race, how music changes, the nature of improvisation.

We will also be dealing with some musical terms and techniques as necessary when they come up in the course. No previous background in music is required.

Learning is not like eating a sandwich. It is not something you consume. It requires your engagement with the material. With this in mind I expect you to politely question, discuss, argue, disagree with, add to, or expound on the material you find in this course. To do this, and to be successful in this course, you have to keep up with the readings, the listening, and the textbook and course website.

#### **1.3 Timetable**

Timetable is subject to change. Please see WebAdvisor for the latest information.

## 1.4 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

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## 2 Instructional Support

### 2.1 Instructional Support Team

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|----------------------|------------------------------------|
| <b>Instructor:</b>   | Howard Spring                      |
| <b>Email:</b>        | hspring@uoguelph.ca                |
| <b>Telephone:</b>    | +1-519-824-4120 x58579             |
| <b>Office:</b>       | JHNN 112                           |
| <b>Office Hours:</b> | Tuesdays and Thursdays 2:30 - 4:00 |

### 2.2 Bio

Dr. Howard Spring is an ethnomusicologist, jazz historian, and jazz guitarist who teaches ethnomusicology and jazz studies at the University of Guelph. He received his BA and MA from York University in Toronto and received his PhD from the University of Illinois at Urbana-Champaign. He has published research on the improvisational style of jazz guitarist Charlie Christian, the beginnings of Swing jazz during the late 1920s and early 1930s in New York, the relationship between jazz and social dance, and swing performance practice.

As a jazz guitarist he has played at various jazz clubs in Toronto, concerts for the Toronto Jazz Festival, faculty concerts at the University of Guelph, and for jazz festivals in the United States.

He is the recipient of the College of Arts Excellence in Teaching Award. He is presently engaged in research on best practices in the teaching of multicultural ear training

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## 3 Learning Resources

### 3.1 Required Resources

**Includes access to textbook website (Textbook)**

**Title:** Jazz (Hardcopy or e-book, with Total Access Registration Card)

**Authors:** Scott Deveaux, Gary Giddins

**Edition / Year:** Second Edition / 2015

**Publisher:** W. W. Norton & Company

**ISBN:** 9780393937060

You may purchase the textbook at the Guelph Campus Co-op Bookstore or the University of Guelph Bookstore. Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

[https:// bookstore.coop/](https://bookstore.coop/)

<http://www.bookstore.uoguelph.ca/>

#### **Author's insights. (Textbook)**

Here the authors discuss various aspects of each chapter in more detail, examine issues not discussed in the book and, in some cases, provide musical examples (especially when author Scott DeVeaux is being interviewed.)

#### **Jazz Concepts (Textbook)**

This, along with the glossary, provides links to video and audio material that illustrate various musical concepts, forms, and instruments. If you run into something that you don't understand, then check here first. In my notes for each unit, I direct you to specific parts of the website and the textbook where these concepts are discussed and demonstrated.)

**Courselink website (Website)**

## 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.

## 4 Learning Outcomes

This course is an historical survey of jazz. You will listen to important jazz recordings, learn how to recognize jazz styles and the performance practice of individual jazz musicians, watch some of the major figures in jazz in performance, read about the lives of many of the great jazz musicians, learn about the context in which this music was made and how the circumstances and the music interacted, discuss some of the major issues in jazz history and historiography including the role of technology, the impact of race and gender, how music changes, and the nature of improvisation.

### 4.1 Course Learning Outcomes

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

1. Recognize and critically reflect on the various musical and social phenomena that have informed jazz practices, thought and contexts
2. Evaluate and critically account for historiographical narratives of jazz history.
3. Discuss issues related to the changes in and the nature of various jazz styles and aesthetics, relationships between individual talent and social forces in the formation of jazz life, and the roles of race, technology, and commerce
4. Demonstrate abilities in aural skills by identifying and extracting information from selected recorded examples in the jazz repertoire, and assess the examples in terms of their stylistic representation and place in jazz history.
5. Evaluate the significance and socio-cultural meaning of the jazz recordings
6. Extract and synthesize information and ideas from a variety of sources and express their thoughts in written formative reports and a summative evaluation.
7. Recognize and describe the stylistic and cultural similarities and differences between musical styles using basic technical vocabulary.
8. Identify and distinguish individual and group jazz styles and transformations according to regional American socio-musical practices, and their relation to various African and Latin American musics.

9. Recognize that transcultural practices are developed through examination of the music outside the United States, particularly jazz in Europe and Canada.
  10. Express professional, informed, and ethical ideas about issues addressed in the course such as racism, social, and cultural equality, and the relationship between commercialism and artistic value in late capitalist society.
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## 5 Teaching and Learning Activities

### Course Structure

The course is divided into 12 units that are required to be completed in 12 weeks:

- Unit 01: Pre-Jazz and Early New Orleans
- Unit 02: New York Jazz in the 1920s
- Unit 03: Louis Armstrong
- Unit 04: Swing: The Beginning
- Unit 05: The Count and The Duke
- Unit 06: Swing Era Soloists
- Unit 07: Bebop and the Beginning of Modern Jazz
- Unit 08: Cool Jazz and Hard Bop
- Unit 09: Jazz Improvisation and Composition
- Unit 10: Miles and Trane; Modes and Liberation
- Unit 11: Fusion
- Unit 12: The Past and the Present

### What to Expect in Each Unit

This course is made up of 12 units. You will be exposed to a variety of instructional sources in this course to help you successfully achieve the course learning outcomes. These include reading from the course website and the textbook, online discussions with your classmates and with your instructor, self-assessments (including interactive activities), listening to digital audio files, watching videos of jazz performances and demonstrations of musical techniques, practices and styles, listening tests, and an opportunity to express your thoughts in a reflection report.

You are to complete all tasks for each unit each week. By "complete", your instructor means read the web-based text, listen to the musical examples, read the material in the textbook, watch the videos, and discuss the question of the week with your fellow students and your

instructor online, all as directed. Always start the week's work by reading the web-based text for that week's unit. In the first week, you will also introduce yourself to your classmates.

For each unit, you are required to participate in an online discussion in response to a weekly question in conformance with the schedule. Engagement in these discussions promotes a collaborative learning environment in which you interact with your peers thereby building a deeper understanding of the course content. These discussions will act as a basis for your Reflection Report.

Every unit includes self-assessment questions. You will be able to complete these questions at your own pace and as many times as you want. The interactive nature of the self-test provides immediate feedback.

On a bi-weekly basis, you will be given a listening quiz which will consist of questions about the musical examples examined during the previous two weeks. The quizzes will assess your ability to aurally distinguish historical and geographic styles, characteristic musical features, and to understand their historical and social significance.

Throughout the course, you will be exposed to various professional jazz musicians who will demonstrate some of the jazz performance practices that we look at in each unit and to share with you their ideas and impressions about playing jazz and living the "jazz life."

## 5.1 Schedule

### Schedule

You are required to 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: Pre-Jazz and Early New Orleans**

#### **Week 1 – Monday, January 11 to Sunday, January 17**

## Readings

- Unit 01 course content

## 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.
- Complete Activities 1.1 to 1.6.

## Assessments

- Participate in **Required Discussion 1** (Activity 1.7)  
Opens: Monday January 11 at 12:01 am ET  
Closes: Sunday, January 17 at 11:59 pm ET

## Unit 02: New York Jazz in the 1920s

### Week 2 – Monday, January 18 to Sunday, January 24

## Readings

- Unit 02 course content

## Activities

- Complete Activities 2.1 to 2.3.

### **Assessments**

- Participate in **Required Discussion 2** (Activity 2.4)  
Opens: Monday, January 18 at 12:01 am ET  
Closes: Sunday, January 24 at 11:59 pm ET
- Complete **Listening Quiz 1**  
Due: Sunday, January 24 at 11:59 pm ET

### **Unit 03: Louis Armstrong**

#### **Week 3 – Monday, January 25 to Sunday, January 31**

### **Readings**

- Unit 03 course content

### **Activities**

- Complete Activities 3.1 to 3.3.

### **Assessments**

- Participate in **Required Discussion 3** (Activity 3.4)  
Opens: Monday, January 25 at 12:01 am ET  
Closes: Sunday, January 31 at 11:59 pm ET

### **Unit 04: Swing: The Beginning**



## **Week 4 – Monday, February 1 to Sunday, February 7**

### **Readings**

- Unit 04 course content

### **Activities**

- Complete Activities 4.1 to 4.3.

### **Assessments**

- Participate in **Required Discussion 4** (Activity 4.4)  
Opens: Monday, February 1 at 12:01 am ET  
Closes: Sunday, February 7 at 11:59 pm ET
- Complete **Listening Quiz 2**  
Due: Sunday, February 7 at 11:59 pm ET

## **Unit 05: The Count and The Duke**

## **Week 5 – Monday, February 8 to Sunday, February 14**

### **Readings**

- Unit 05 course content

## Activities

- Complete Activities 5.1 to 5.3.

## Assessments

- Participate in **Required Discussion 5** (Activity 5.4)  
Opens: Monday, February 8 at 12:01 am ET  
Closes: Sunday, February 14 at 11:59 pm ET
- Start **Midterm Reflection Report**  
Due: Sunday, March 21 at 11:59 pm ET

## Unit 06: Swing Era Soloists

### Week 6 – Monday, February 22 to Sunday, February 28

## Readings

- Unit 06 course content

## Activities

- Complete Activities 6.1 to 6.4.

## Assessments

- Participate in **Required Discussion 6** (Activity 6.5)  
Opens: Monday, February 22 at 12:01 am ET  
Closes: Sunday, February 28 at 11:59 pm ET
- Complete **Listening Quiz 3**

Due: Sunday, February 28 at 11:59 pm ET

- Continue working on **Midterm Reflection Report**

Due: Sunday, March 21 at 11:59 pm ET

## **Unit 07: Bebop and the Beginning of Modern Jazz**

### **Week 7 – Monday, March 1 to Sunday, March 7**

#### **Readings**

- Unit 07 course content

#### **Activities**

- Complete Activities 7.1 to 7.3.

#### **Assessments**

- Participate in **Required Discussion 7** (Activity 6.5)  
Opens: Monday, March 1 at 12:01 am ET  
Closes: Sunday, March 7 at 11:59 pm ET
- Continue working on **Midterm Reflection Report**  
Due: Sunday, March 21 at 11:59 pm ET

## **Unit 08: Cool Jazz and Hard Bop**

### **Week 8 – Monday, March 8 to Sunday, March 14**

#### **Readings**

- Unit 08 course content

### **Activities**

- Complete Activity 8.1.

### **Assessments**

- Participate in **Required Discussion 8** (Activity 8.2)  
Opens: Monday, March 8 at 12:01 am ET  
Closes: Sunday, March 14 at 11:59 pm ET
- Complete **Listening Quiz 4**  
Due: Sunday, March 14 at 11:59 pm ET
- Continue working on **Midterm Reflection Report**  
Due: Sunday, March 21 at 11:59 pm ET

## **Unit 09: Jazz Improvisation and Composition**

### **Week 9 – Monday, March 15 to Sunday, March 21**

### **Readings**

- Unit 09 course content

### **Activities**

- Complete Activity 9.1.

### **Assessments**

- Participate in **Required Discussion 9** (Activity 9.2)  
Opens: Monday, March 15 at 12:01 am ET  
Closes: Sunday, March 21 at 11:59 pm ET
- Submit **Midterm Reflection Report**  
Due: Sunday, March 21 at 11:59 pm ET

## **Unit 10: Miles and Trane; Modes, and Liberation**

### **Week 10 – Monday, March 22 to Sunday, March 28**

#### **Readings**

- Unit 10 course content

#### **Activities**

- Complete Activity 10.1.

#### **Assessments**

- Participate in **Required Discussion 10** (Activity 10.2)  
Opens: Monday, March 22 at 12:01 am ET  
Closes: Sunday, March 28 at 11:59 pm ET
- Complete **Listening Quiz 5**  
Due: Sunday, March 28 at 11:59 pm ET

## **Unit 11: Fusion**

### **Week 11 – Monday, March 29 to Sunday, April 4**

#### **Readings**

- Unit 11 course content

### **Activities**

- Complete Activity 11.1.

### **Assessments**

- Participate in **Required Discussion 11** (Activity 11.2)  
Opens: Monday, March 29 at 12:01 am ET  
Closes: Sunday, April 4 at 11:59 pm ET

## **Unit 12: Jazz in the Past; Jazz in the Present**

### **Week 12 – Monday, April 5 to Sunday April 11**

### **Readings**

- Unit 12 course content

### **Activities**

- Prepare for final exam.

### **Assessments**

- Participate in **Required Discussion 12** (Activity 12.2)  
Opens: Monday, April 5 at 12:01 am ET

Closes: Sunday, April 11 at 11:59 pm ET

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## 6 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 |
|---------------------------|-------------|-------------------|
| Listening Tests (5 x 10%) | 50%         | 4,7,8,            |
| Midterm Reflection Report | 25%         | 1,3,5,6,7,9,10    |
| Final Exam                | 25%         | 2,6,7,9,10        |
| <b>Total</b>              | <b>100%</b> |                   |

### 6.1 Learning Strategies

You cannot cram in this course. Do not fall behind! This course is cumulative. You can't really understand what's going on at any one point without knowing what happened before. Second, you can't rush listening. Listen to each example at least four times or until you can hear it in your head. Don't wait. Do it right away.

### 6.2 Assessment Descriptions

#### Listening Tests

On a bi-weekly basis, you will have access to an online listening quiz (see **Quizzes** in Tools dropdown list). The listening quizzes constitute 50% of your final grade. Each quiz will consist of multiple-choice or short-answer questions based on the musical examples discussed in the previous two units. You are required to listen to 5 musical examples and answer 25 questions per quiz. The test questions will assess your ability to aurally distinguish styles and

performance practices and your ability to reflect on what you hear in relation to what you have been reading, discussing, and thinking about. Each listening quiz will be available for 48 hours. See Schedule in this Outline for exact dates.

### **Midterm Reflection Report**

Each week, you will be required to discuss an assigned question with your fellow students and with the instructor in the **Discussions** forums. These discussions will form the basis of your reflection report. Marks will be deducted from your reflection report if you skip any of these weekly required discussions or if they are posted late. The mid-term reflection report is an opportunity for you to express your thoughts, ideas, imaginings and questions about these weekly discussions as per the instructions below. The midterm reflection report contributes 25% of your final grade in this course.

### **Final Exam**

This course requires you to write a traditional sit-down final exam. Final exams are written on campus at the University of Guelph or at alternate locations for students at a distance. The final exam will be cumulative and will consist of questions that will require medium and long answers. Questions will address broader issues and themes that have addressed during the course.

It is assumed that all DE students will be writing their final examination on campus at the University of Guelph. University of Guelph degree and associate diploma students must check WebAdvisor for their examination schedule. Open Learning program students must check the Open Learning Program Final Examination Schedule for their examination schedule.

If you are studying at a distance, you can request to write your final exam at an alternate location. It is recommended that you make arrangements as early as possible in the semester since changes cannot be guaranteed after the deadline. Exam schedules for off-campus exams will be emailed by Week 9 of the course. For more information, please visit Final Exams.

<https://webadvisor.uoguelph.ca>



<http://opened.uoguelph.ca/student-resources/Open-Learning-Program-Final-Exam-Schedule>

<http://opened.uoguelph.ca/student-resources/final-exams>

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## 7 Course Statements

### 7.1 Course Technologies and Technical Support

Course Technologies 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).

<http://spaces.uoguelph.ca/ed/system-requirements/>

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

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, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

## Course Technologies

### CourseLink

Distance Education courses are offered entirely online using CourseLink (powered by D2L's Brightspace), the University of Guelph's online learning management system (LMS). By using this service, you agree to comply with the University of Guelph's Access and Privacy Guidelines. Please visit the D2L website to review the Brightspace privacy statement and Brightspace Learning Environment web accessibility standards.

<http://www.uoguelph.ca/web/privacy/>

<https://www.d2l.com/legal/privacy/>

<https://www.d2l.com/accessibility/standards/>

### Technical Support

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

### CourseLink Support

University of Guelph

Day Hall, Room 211

Email: [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca)

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

**Walk-In Hours (Eastern Time):**

Monday thru Friday: 8:30 am–4:30 pm

**Phone/Email Hours (Eastern Time):**

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

Course Specific Standard Statements

Acceptable Use

The University of Guelph has an Acceptable Use Policy, 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 ways 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 is 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.
- **Skype:** If you have a complex question you would like to discuss with your instructor, you may book a Skype meeting. Skype 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; and
- Sharing your username and password.

### Submission of Assignments to Dropbox

All responses to the weekly discussions take place in the Discussions area of the course website. The biweekly quizzes will be written in the Quizzes section of the website, and the Reflection Report will be submitted electronically via the Dropbox tool of the website. 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 of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend 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.

<http://spaces.uoguelph.ca/ed/contact-us/>

### Late Policy

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

Extensions will be considered 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 to return marked materials to you in the shortest possible time.

### 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 as soon as possible after the submission deadline. 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.

University of Guelph degree 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 OpenEd Student Portal to view their final grade (using the same username and password you have been using for your courses).

<https://webadvisor.uoguelph.ca>

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

### Rights and Responsibilities When Learning Online

For distance education (DE) 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.

For more information on your rights and responsibilities when learning in the online environment, visit Rights and Responsibilities.

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

## 8 University Statements

### 8.1 Email Communication

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

### 8.2 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. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

### 8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

## 8.4 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.

## 8.5 Accessibility

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 book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website  
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website  
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

## 8.6 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 encourages academic integrity. 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.



Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## 8.7 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.

## 8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

## 8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## 8.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

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