1 Course Details

1.1 Calendar Description

This variable-content course provides a senior-level seminar experience in the conduct, presentation, and writing of research relevant to the interdisciplinary core of the Bachelor of Arts and Sciences degree program. (See the B.A.S. website for topics.)

Pre-Requisites: 12.00 credits including (ASCI*2000 or ASCI*2050)
Restrictions: Registration in the BAS degree program.

1.2 Course Description

Classes are scheduled Wednesdays from 1130-1420 in MCKN 318

Topic: Implications of Darwinism

When it was proposed, Darwin’s theory of evolution by natural selection provoked a strong reaction from many corners and for many reasons, not the least of which was because it suggested that humans evolved from ape-like ancestors. Today, evolution is the bedrock of modern biology, and it has radically changed our view of our world, ourselves, and what it means to be human. By demonstrating a shared ancestry with other animals, this means that many principles that apply to non-humans will apply to humans also. For good or for ill, the theory of evolution by natural selection continues to have far-reaching implications that extend far beyond biology alone, including into such areas as psychology, economics, anthropology, sociology, and even the arts. In this course, we will examine some of these implications of Darwinism in a student-led discussion format on topics of the students’ choice. The specific topics will be chosen by students (see list of potential topics below). Students will pick a topic, and as individuals or in small groups they will be responsible for
leading the discussion on that topic. The order of topics depends on which ones are selected and the schedules of the discussion leaders.

1.3 Timetable

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

1.4 Final Exam

The final exam for this course is a take-home final that you will receive at 9AM on Mon Dec 2nd, and which you must submit by 5PM on Wed Dec 4th.

2 Instructional Support

2.1 Instructional Support Team

Instructor: Pat Barclay PhD
Email: barclayp@uoguelph.ca
Telephone: 519-824-4120 ext 58247
Office: Mackinnon 3009
Office Hours: Wednesdays 10-11 & 3-4, Thursdays 12-1, plus additional hours on request

My office hours are a time when I will guarantee that I am in my office to meet with students. If you cannot make these hours, I can arrange another time - please e-mail me to schedule. I am often available to meet or discuss after class. You can also e-mail me questions, and I will try to respond within two days.

3 Learning Resources

The following books are required readings:


In addition to readings from The Selfish Gene and The Agile Gene, there will also be required readings each week to correspond to each topic (see schedule of topics). These are posted on Courselink. I have made suggestions below, but the exact readings will depend upon which topics are chosen and may be subject to change by the groups leading the discussion (in consultation with me). You will need to do the readings before class to be an active participant in the discussion.
4 Learning Outcomes

4.1 Course Learning Outcomes

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

1. Students will demonstrate an understanding of how evolution and natural selection work. [University Learning Outcome: 1.4 Depth & Breadth of Understanding]

2. Students will be able to explain how nature and nurture interact in human development, why nature and nurture are not in opposition but instead are intricately intertwined, and why nurture needs nature and nature needs nurture. [University Learning Outcome: 1.4 Depth & Breadth of Understanding]

3. Students will be able to apply evolutionary thinking in creative ways to topics across the natural sciences, social sciences, arts, humanities, and in everyday life. [University Learning Outcome: 1.1 Inquiry/Analysis; 1.3 Creativity; 3.3 Civic Knowledge & Engagement]

4. Students will conduct extensive group work involving researching and presenting in detail on a topic of their choice. [University Learning Outcomes: 1.1 Inquiry/Analysis; 1.4 Depth & Breadth of Understanding; 4.1 Oral Communication; 5.1 Teamwork]

5. Students will further develop critical thinking and appraisal skills by criticizing literature, engaging in in-class discussions, and through writing assignments. [University Learning Outcomes: 1.1 Inquiry/Analysis; 4.1 Oral Communication; 4.2 Written Communication; 4.3 Reading Comprehension; 4.4 Integrative Communication]

6. Students will develop their presentation skills through ongoing participation in class discussions and in a group presentation [University Learning Outcomes: 4.1 Oral Communication]

5 Teaching and Learning Activities

Course Design

Once each week, we will meet for three hours. The course will mostly be a student-led discussion-based examination of how Darwinism applies to different areas. The instructor will lead the first few weeks to ensure that everyone is sufficiently familiar with key concepts, and then students will begin applying these concepts to topics of their choice. Students will pick a topic from a list of potential topics, and as individuals or in small groups they will be responsible for leading the discussion on that topic. The order of topics depends on which ones are selected and the schedules of the discussion leaders. See schedule of topics.
5.1 Course Schedule & Topics

The first four weeks are more instructional and will be led by me – these are the “toolbox” weeks. After mastering basic concepts, we will branch out by applying this knowledge to other topics. I will cover weeks 5 & 12; weeks 6-11 will be on topics chosen and led by students.

Class 1 Sept 11th (Toolbox): Intro, Group Formation, Creation of Rubrics (no readings)

Class 2 Sept 18th (Toolbox): Misunderstandings of Darwinism. What is it actually, and what do people think it is?


Class 3 Sept 25th (Toolbox): A Gene’s-Eye Perspective: Are we simply vehicles for the propagation of our DNA? How does this viewpoint change how we view ourselves?

- R. Dawkins (1976) The Selfish Gene, Ch. 1-6 (108 pages)

Class 4 Oct 2nd (Toolbox): Genes and Environments: Is the “Nature vs. Nurture” debate productive or a false dichotomy? What should we focus on? How do genes & environments interact? How does development work?


Class 5 Oct 9th: Test on Toolbox Weeks + Topic for Discussion (after test): Human and Non-Humans: Are we different from other animals, and if so, how? What does it mean to be human?


Classes 6-11 Oct 16th-Nov 20th: Student-led Topics
Readings will depend on the particular topics chosen, and will be assigned by each group.

Class 12 Nov 27th: Final Topic (chosen by me) & Wrap-Up.

Reading TBA (someone please e-mail me if I haven’t posted this by week 8)

6 Assessments

Expectations for Class

You are expected to attend every lecture. It is expected that you arrive prepared for each class. This means you have read all of the materials that have been posted to courselink for that week. This class carries with it a substantial amount of reading. The reason for this is that I believe that it is important to be well versed on the topic that we will be working on in class. This will allow you to be more engaged in the class discussions and prepare you for any activities you will complete in groups during the class time. It also allows us to move past baseline knowledge for the topic and spend time critically analyzing the topics that are being presented that day. My hope is that during class time we spend time exploring the topic in depth and not spending time on minor details that can be looked up, memorized or committed to memory.

6.1 Assessment Details

Class Participation (10%)

Date: every class

This is intended to be a student-led discussion course, so students are expected to contribute to class discussions in a positive manner. These points are awarded based on whether your comments and questions advance the discussion; you need to do more than just be present in class or to make comments that monopolize the conversation or are distracting. You will likely disagree with each other and with me on some issues, and this is fine, but everyone is expected to treat each other with respect and to present (and take) such disagreements in a constructive manner.

Submitting "Burning Questions" (10%)

Date: by midnight before each class, in the Dropbox on Courselink

Students should prepare for the discussion by generating points or questions based on the readings. Each week, students should briefly submit their two best points or questions (10%). What thoughts did the reading trigger? What questions does it raise? These will be judged on the level of insight and originality. These should be brief: one sentence each or point form is often fine; a paragraph is usually far too long. Please submit them to the Dropbox on Courselink by midnight before class (i.e. by 11:59PM on Tues).

Test on the "Toolbox" classes (10%)
Date: Wed, Oct 9, 11:30 AM, in class
The better that everyone understands the background knowledge, the more that everyone will get from the discussion later in the course. Week 2 clarifies several misconceptions, week 3 (The Selfish Gene) introduces the theoretical perspective, and week 4 (The Agile Gene) covers how nature & nurture interact (rather than being in opposition) and why they must interact with each other. To ensure that you have read the material and understand the ideas, you will be tested on this material. The test will be in class (at the start).

Group Presentation: Developing & Sharing Expertise on One Topic (20%)
Date: Date depends on group (weeks 6-11)
Students will get the chance to lead one week’s discussion as part of small group. You will choose one topic and do extra reading and research on this topic to become an “expert” on the topic. In addition to leading discussion during that week, your group will create a short handout for the class to summarize your findings and send before the discussion. This is worth a total of 20%, which includes:

• 5% for preparing a handout with extra information about the week’s topic. This is based on the additional readings you have done and is designed to share the most relevant findings with the class. These handouts will typically be between one and five pages (laid out in whatever manner best conveys the information). This handout is to be e-mailed to the class 24h before class (i.e. the same time that they’re submitting discussion Q’s). Grades are assigned based on quality and depth of information, as well as clarity of presentation. Please read other groups’ handouts before the discussion.

• 10% for leading the discussion for the week. The first ~60 min should be class discussion that you lead based on the readings, then a short break (10-15 min). You should prepare a 30-45 min formal presentation, with the remaining time devoted to class questions and discussion (co-led by the group and myself, with the last 15 min for my summary). You will have done additional readings to become the “experts” for the topics you’re leading, and you should generate questions and topics to discuss to keep the discussion going. You should also moderate the discussion to keep it from getting sidetracked. Group exercises can be used here if relevant. You will be in charge of the topic – it’s your show!

• 2.5% for within-group adjustment based on within-group ratings of everyone’s contributions and the relative strengths of each presenter. Each group member must submit a breakdown of who did what within the group, and divide 100 points among group members however that member sees fit. This must be submitted within one week after the presentation. This component allows groups to reward strong members or to penalize members who do not
contribute.

- 2.5% on giving constructive feedback on the other five groups (0.5% each). You will comment on the strengths and weaknesses of each group’s presentation, including their handouts, formal presentation, and discussion that follows. You will also assign a grade - group grades will be a combination of student grades and my grades, though I reserve the right to adjust each group’s grades up or down as I see fit. Your feedback and grades will be anonymous. Your feedback on group presentations is due the week after each group presentation (other than your own group – you don’t need to provide feedback for yourselves).

It is strongly recommended that you meet with me in the week before you lead. The best time is Wednesday after class.

**Thought papers (3 total + peer assessment) (40%)**

You will be asked to write a thought paper that relates to the ideas discussed in readings and class. This has to be more than just a summary or description of the readings and discussion: this is your opportunity to critically examine the issues in greater depth and convey your independent thoughts and creativity. You have considerable rein as to what to include. Suggestions include your reflections & evaluations of the material, connections to other issues raised, and extensions, criticisms, or applications of the issues. For example, one strategy is to critically evaluate the authors’ argument(s) in light of what was discussed in class, their strengths and weaknesses, and then present your own conclusions and (most importantly) the reasons for those conclusions. Another strategy is to integrate the ideas from the different weeks covered in each paper. See the handout “How to Write a Thought Paper” (posted on Courselink). Any strategy is fine: you earn grades for how well you execute your strategy and back up your points. You are welcome to seek out additional citations but are not required to do so - a well-argued paper backed with solid logic will suffice.

*Make sure that you back up your points by explaining the how and why,* for example how something works and why a point is important. This thought paper must demonstrate not only that you have done the readings and attended class, but that you have been actively intellectually engaged in both, and that you understand the reasons for accepting or rejecting a particular viewpoint. It is your responsibility to be clear about what you are contributing: if it is not clear that you have said anything beyond banalities, you will be graded accordingly. You are free to agree or disagree with any point that I or anyone else have raised, but make sure to argue your case. You are actively encouraged to draw from any discipline, course, or theoretical perspective. It is recommended that you do your thought paper for each class shortly after class while the topics and discussion are still fresh in your mind and the prevent last-minute rushes. Do not worry if your thoughts or opinions change over the course of the semester – this is part of learning. You are
encouraged to discuss ideas with others to sharpen your arguments – this is collaborative learning. However, you may not collaborate on the actual writing of the thought paper. To this end, I recommend differentiating your thought paper from others’ papers.

You will also be asked to provide peer-evaluation feedback on others’ papers, using the Peer Evaluation, Assessment, & Review (PEAR) website (www.uoguelph.ca/peartool/). For each submission, you will be assigned to read three other people’s papers. For each paper, you will note the strengths and weaknesses of that paper, and give examples of strengths and weaknesses. Your feedback must be substantive: if you say “you raised good arguments”, you must specify what arguments were good and why. What in particular was creative, what arguments were rehashed from class? Be specific.

The PEAR software will assign which papers you read, and your feedback will be anonymous. In turn, you will get feedback from three other students about the strengths and weaknesses of your paper. You will also evaluate the feedback you receive as either helpful or unhelpful. I will oversee any cases where the feedback is rated as unhelpful or as having missed the point. While the peer feedback is to help you see where you did well or can improve, your grade is determined by the instructor. There are multiple advantages of this peer-evaluation system. First, you get feedback from multiple people. Second, feedback is more effective when there is some consensus about your paper. Third, it increases people’s sense of engagement and civil discussion. Fourth, you get exposed to a wider variety of ideas when reading others’ papers. Fifth, you get exposed to a wider range of papers to help you see what constitutes excellent, very good, good, mediocre, poor, etc.

Please limit each entry to between 4-5 double-spaced pages per log (Times New Roman 12-point font, 1” margins). Focus on quality rather than quantity – a concise and well-presented short entry is better than a padded and verbose long one. Aim for five pages per week, trim to four. Each thought paper covers two weeks worth of topics, so it must discuss both weeks’ topics either: a) together in a way that addresses both weeks’ topics; or b) separately with subheadings and each week’s topic must receive at least one page. The due dates (& which week is submitted) are as follows:

Thought Paper 1 (covering weeks 5-6):

- Your written thought paper: Tues Oct 22nd by 5PM
- Your feedback on others’ papers: Tues Oct 29th by 5PM
- Your evaluation of others’ feedback on your paper: Fri Nov 1st by 5PM

Thought Paper 2 (covering weeks 7-8):

- Your written thought paper: Tues Nov 5th by 5PM
- Your feedback on others’ papers: Tues Nov 12th by 5PM
- Your evaluation of others’ feedback on your paper: Fri Nov 15th by 5PM

Thought Paper 3 (covering weeks 9-10):
Your written thought paper: Tues Nov 19th by 5PM
Your feedback on others’ papers: Tues Nov 26th by 5PM
Your evaluation of others’ feedback on your paper: Fri Nov 29th by 5PM

All thought papers, feedback, and evaluation of feedback is to be done online using the Peer Evaluation, Assessment, and Review (PEAR) website: www.uoguelph.ca/peartool/

Unfortunately, I cannot accept late paper submissions. This is because others need to receive your paper on time in order to provide feedback, so PEAR will skip you if your submission is not submitted by the due date. If your submission is late, then you will receive 0% for that log (on all components). You are welcome to submit early.

Format for thought papers (recap): 4-5 pages per log, double-spaced, 12 point Times New Roman font with 1” margins (to give everyone equal space), submitted on PEAR (www.uoguelph.ca/peartool/). Use .doc, .rtf, or .pdf; if you hope to get annotated comments then an editable file is best (e.g., .doc). Late submissions are not accepted. You should also submit a back-up on Courselink (you will not be graded down if this is late or absent, but it is your responsibility to be able to prove on-time submission of any week’s paper in the event of mishaps with PEAR; the Courselink back-up copy does this.)

Take-Home Final Exam (10%)
Date: Students receive Mon. Dec 2nd 9AM, submit by Wed. Dec 4th 5PM
This course will include a take-home exam during the exam period. You will receive it on Mon Dec 2nd at 9AM, and you must submit it by Wed Dec 4th at 5PM. This take-home exam will include a log entry for weeks 11-12 (i.e., the final group presentation and my final topic), plus some or all of the following: questions about specific weeks, questions that get you to integrate information across weeks and topics, and questions to get you to reflect on what general ideas and practical skills you have acquired or developed in this course. You will have a limited number of words (e.g., 2000 words total) that you can distribute among questions however you choose. You must write this take-home exam yourself – you are not allowed to discuss it with others.

6.2 Grading policies

“Burning Questions” must be submitted on Courselink before midnight the day before each class (i.e., 11:59PM Tuesdays), not including the first class; each is worth 1% and I will take your best 10/11. Late submissions of Burning Questions will not be accepted. Logbooks are due on PEAR on Tues Oct 22nd, Tues Nov 5th, and Tues Nov 19th, all at 5PM. Feedback on logbooks is due on PEAR on Tues Oct 29th, Tues Nov 12th, and Tues Nov 26th, all at 5PM. Your evaluations of others’ feedback are due on PEAR on Fri Nov 1st, Fri Nov 15th, and Fri Nov 29th, all at 5PM. Late logbooks will not be accepted. Participation in class is based on quality and frequency of speaking, with
emphasis on the former. If you are sick or need to miss a class, let me know as soon as possible (no documentation required except for test and your presentation). Unexcused absences result in a zero grade for participation in that class. Late group documents (pre-class handout, post-class handout) will be penalized at 10% per day. If you miss your group’s presentation date, you will need documentation; consult with me as to the best way forward if this happens.

To ensure fairness within groups, each group member will rate each other: each group member will privately divide 100 points among all group members according to each person’s contribution to the group’s products, and will make note of who contributed what components. If there is some agreement that some people have contributed much more or less than other group members, then those people’s grades for the group project will be adjusted up or down accordingly. However, the rest of group’s grades will be unaffected; this allows people to reward strong contributors without harming their own grade, and prevents them from penalizing others to try and increase their own grade.

6.3 Regrades

Your log grades will be assigned by the instructor. I will gladly entertain requests for a regrade on either your logs or on the test, but your request must be put in writing. I will regrade the whole thing (e.g. whole test, multiple logs submitted together), and the new grade stands whether it is higher or lower than the original. Please see the following for details:

I am happy to discuss our comments or grades with you. Please feel free to come by office hours or arrange a time to meet. During this meeting, we can discuss the ideas, clarify what the comments meant, and give tips for improvement. However, I will not change any grades during the actual meeting... only in response to a written justification. If you do disagree with your grade, or feel that I have grossly misinterpreted something you have written, I will gladly entertain requests for a re-grading. To request a regrade, the reasons for your request (and your argument as to why you deserve a higher grade) must be clearly spelled out in writing and submitted along with the test/logs. This takes the emotion out of the process and makes it so that the grade is assigned based on what is actually written. To request a re-grade, submit in writing a re-grade request along with the graded log and a fresh unmarked copy of your log (which I will read first to form a new opinion).

A word of caution: I re-grade the entire assignment (e.g. the whole test or all components of a log) rather than just a specific section of your choice, and the new total grade will hold. This could cause your grade to go up or down or stay the same, depending on whether the second reading (and consideration of your rationale) is more or less favourable than the first. As such, I would advise against using this option to “dig” for extra points unless you legitimately feel that you have been misinterpreted or unjustly graded. I am open to the possibility having made a mistake – we are all human – but we must all accept the possibility that the mistake could have worked against you or in your favour. If you do legitimately feel that you have been misinterpreted or that I missed your point or graded it too harshly, then by all means submit your rationale for a regrade.
Because I will re-grade the whole assignment, you will want to look at all the sections: it is possible that you have been graded too hard on one section but too easy on another (e.g. a misinterpretation that gives you the benefit of the doubt). These misinterpretations for and against you should balance out on average, and if they do then you would receive the grade you actually deserve (but for different components than expected). By requesting a re-grade, you would be arguing that overall you have been misinterpreted for the worse more often than you have been misinterpreted for the better, such that you deserve a higher grade overall. You can’t just pick the sections that worked against you; you have to look at all of them. By requesting a re-grade, you are saying that your overall grade is lower than you deserve, and I will be the final arbiter of what you actually deserve as an overall grade. As such, you may want to talk to me about your overall score in order to get an overall assessment on all sections (not just the ones where you disagree with the grade). I have certainly agreed with some re-grade requests in the past, and if you have a legitimate complaint overall then I will probably agree with you. At the same time, I am merely asking that you recognize the possibility that you actually deserve a lower grade overall because some sections of the assignment were graded higher than they should have been. As such, resubmitting will give you the overall grade you deserve... whether this is higher or lower than the original.

Before submitting a regrade request, please consider the following. When grading, I approach each paper with the expectation that it will be average. Grades advance or drop depending on both content and style; for an A-/A-/A+, the paper must impress me with exceptional thoughtfulness, reasoning, and presentation. "A" papers involves hard (but rewarding) work! A solid "B" is a mark of achievement which reflects critical reasoning and/or thorough research and solid writing skills. Please refer to Chapter VIII of the Undergraduate Calendar for descriptions of what constitutes an A, B, C, D, & E.

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7 Course Statements

7.1 Late Assignments

Please note that assignments will not be accepted after the deadline. This is because others need to receive your log on time in order to provide feedback, so PEAR will skip you if your submission is not submitted by the due date. If your submission is late, then you will receive 0% for that log (on all components). You are welcome to submit early. If you have medical or compassionate grounds for missing a logbook, please contact me.

7.2 Course Policy on Group Work

The group project (pre-class handout, leading discussion, post-class handout) is expected to be a collaboration between group members. If your group has difficulties, please try to work them out yourselves first. If you have difficulty doing so, then please consult me after you attempted to work them out yourselves.

For your logbooks, you are encouraged to discuss ideas with others to sharpen your arguments – this is collaborative learning. However, you may not collaborate on the actual
writing of the logs. To this end, I recommend differentiating your log entry from others' logs. You may not discuss the take-home exam after you have received it. (You may, however, discuss any ideas arising from class before you receive the take-home exam.)

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
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