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# ENVS\*3020 Pesticides and the Environment

# Fall 2017

Section: DE

School of Environmental Sciences

Credit Weight: 0.50

## Course Details

### Calendar Description

This course examines the role and use of pesticides by various facets of society and the effect of these pesticides on biological activities in the environment. Preparation of a research proposal is required for the course.

**Pre-Requisite(s):** [BIOL\*1040 or (2 of BIOL\*1050, BIOL\*1070, BIOL\*1080, BIOL\*1090)], CHEM\*1040

**Co-Requisite(s):** None

**Equate(s):** ENVB\*3030

**Restriction(s):** None

**Method of Delivery:** Online

### Final Exam

There is no final exam in this course.

## Instructional Support

### Instructor

**Dr. Ryan Prosser**

**Email:** prosserr@uoguelph.ca

**Telephone:** (519) 824-4120 Ext. 52190 or Ext. 54374

**Office:** The Edmund C. Bovey Administration Building (ECBA), Room 2226 or Lab 2229

Dr. Prosser completed his PhD at the University of Guelph in the School of Envrionmental Sciences. Before returning to Canada to do his PhD, Ryan was a high school chemistry teacher in Kuwait for six years. Following his PhD, he was a post-doctoral fellow for the Aquatic Contaminants Research Division of Environment and Climate Change Canada. To learn more about Dr. Prosser’s research, visit his website (www.wisdomofthemoose.com) or his Google Scholar site (https://scholar.google.ca/citations?user=EI5v7zAAAAAJ&hl=en )

### Teaching Assistant(s)

**Name: To Be Annouced**

**Email:**

## Learning Resources

### Required Textbook

### Pesticides and the Environment, Stephenson and Solomon, Canadian Network of Toxicology Centres Press, 2007

### Course Website

[CourseLink](https://courselink.uoguelph.ca/shared/login/login.html) (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/shared/login/login.html

### Ares

For this course, you will be 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 in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](http://www.lib.uoguelph.ca/find/find-type-resource/course-reserves-ares/how-get-course-reserve-material).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621
Email: libres2@uoguelph.ca
Location: McLaughlin Library, First Floor, University of Guelph

http://www.lib.uoguelph.ca/find/find-type-resource/course-reserves-ares/how-get-course-reserve-material

## Learning Outcomes

### Course Learning Outcomes

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

1. Explore important historical, current and possible future applications of pesticides and the benefits and drawbacks of their use;
2. List various methods of classifying pesticides based on characteristics such as target pest and mode of action;
3. Explain chemical, physical and biological properties of pesticides that are important for predicting their fate and impact in the environment;
4. Formulate an objective research proposal that would help resolve a current pesticide-related issue of concern;
5. Recognize the role of risk assessment and regulation in monitoring and managing existing and emerging pesticide-related concerns; and
6. Extrapolate from the principles learned in this course to a broader range of environmental issues.

## Teaching and Learning Activities

### Method of Learning

Pesticides and the Environment is designed to give you an objective understanding of how pesticide use can lead to target and non-target effects in the environment while giving you the opportunity to explore examples that are of most interest to you. The course is also designed to provide knowledge and skills that are not only important to understanding pesticides in the environment but that can be extrapolated to other societal concerns that you will encounter in your future career and day-to-day life.

### Course Structure

Unit 01: Introduction to Pesticides in the Environment

Unit 02: History of Pesticide Use

Unit 03: Pesticide Classifications

Unit 04: Target & Non-target Effects

Unit 05: Identifying Bias

Unit 06: Neonicotinoid Research

Unit 07: Toxicology

Unit 08: Ecotoxicology

Unit 09: Science Communication

Unit 10: Risk

Unit 11: Regulation

Unit 12: Summary and Extrapolation

### What to Expect for Each Unit

Each unit is made up of introductory, content and summary sections. Within the content section(s) of each unit, there are there are individual, group and class activities that will enhance your understanding of the key ideas and allow you to customize your learning objectives. Weekly quizzes are a test of you understanding of the course content and activities. More specifically, each unit will include the following:

* **Unit Introduction and Learning Outcomes:** The introduction for each unit begins with five questions aimed at bolstering your curiosity. You should be able to answer these questions by the end of the unit so do not forget to revisit them at the end. The introduction also provides an overview of individual, group and class activities for the week. The last paragraph of the introduction and the learning outcomes put the content in the unit into a broader context.
* **Course Content and Individual, Group and Class activities:** The course content provides information that is key to your understanding of pesticides in the environment and includes videos and readings. The associated activities are designed to enhance your understanding and allow you to select examples that are most interesting to you. These activities are also designed to develop skills such as critical thinking and communication. Activities in **Unit 02** – **Unit 12** are the basis for graded activity logs; select **Content** from the course navbar to locate **Assessments** in the table of contents panel. Under **Assessments** you will find more details. You may also wish to enrich your understanding of pesticides in the environment by exploring the Reference and Optional Resources section at the end of each content section.
* **Research Proposal:**Each unit of the course is relevant to your research proposal. Therefore, you should read the assignment instructions early in the term and think about how each unit relates. After you have a strong basis in pesticides in the environment, **Unit 06** and **Unit 09** are specifically designed to provide guidance, activities and time for you to work on the research proposal. However, early in the term, you should begin to think about an idea for a research study that would advance our understanding of *non-target effects of neonicotinoid use*.
* **Summary and Quizzes/tests**: Unit summaries provide a short review of the key points and overall objectives of each unit. The quizzes for each unit are intended to help you evaluate your understanding of the content and are divided into three progressively more challenging sections. Each quiz will begin with 3-4 straightforward true/ false questions. The next 3-4 questions will require you to select the correct multiple choice response. For the last 3-4 questions of each quiz, you will be asked to select the incorrect multiple choice response. Your highest eight of ten grades on the weekly quizzes associated with Units 2-11 contribute to your final grade.

### Schedule

**Unit 01: Introduction**

#### Week 1 – Thursday, September 7 to Sunday, September 17

**Readings**

* Website: Unit 01 Content

**Activities**

* Familiarize yourself with the course website by reviewing the **Start Here** section of the course.
* Review the **Outline** and **Assessments** sections on the course website to learn about course expectations, assessments, and due dates.
* Individual: Formulate a weekly and a semester plan in your activity log
* Class: List 5 examples of each of the six provided topics
* Group: Review the pesticide you have been assigned for the ecotoxicological risk assessment assignment with your group.

**Unit 02: History of Pesticide Use**

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

**Readings**

* Website: Unit 02 Content
* Stephson and Solomon, Chapters 2 & 3, p. 13 – 55
* Ares:
	+ Taylor, E., Holley, A.G, & Kirk, M. (2007) Pesticide Development: A Brief Look at the History, *Southern Regional Extension Forestry*.

**Videos**

* Ares:
	+ PBS. Rachel Carson’s Silent Spring.

**Activities**

* Individual: Describe coevolution
* Group: Read history and identify important advances in pesticide use
* Class: Watch *Silent Spring* and identify Carson supporters and detractors

**Assessments**

* **Quiz 1**

Opens: Thursday, September 21 at 5:00 pm ET

Closes: Sunday, September 24 at 11:59 pm ET

**Unit 03: Classification**

#### Week 3 – Monday, September 25 to Sunday, October 1

**Readings**

* Website: Unit 03 Content
* Stephson and Solomon, Chapter 6, p. 81 – 150
* Unit Readings:
	+ Pest Control Products Sales Report for 2014 (Health Canada)
	+ Canadian pesticide sales volumes down 7% in 2014 (AgroNews) Optional.
	+ The WHO recommended classification of pesticides by hazard and guidelines to classification 2009. (World Health Organization)
	+ Consumer Product Safety (Health Canada)
	+ Pesticide classification database. (MOECC)

**Activities**

* Individual: Read sales report and identify pesticides on top-ten lists
* Group: Look up regulations for assigned pesticide and share info with group
* Class: Research assigned pesticide in media and share info with class

**Assessments**

* **Quiz 2**

Opens: Thursday, September 28 at 5:00 pm ET

Closes: Sunday, October 1 at 11:59 pm ET

**Unit 04: Target and Non-Target Effects**

#### Week 4 – Monday, October 2 to Sunday, October 8

**Readings**

* Website: Unit 04 Content
* Stephson and Solomon, Chapters 7 & 10, p. 155 – 162 & p.191 – 209
* Ares:
	+ Fenner, K. (2015) Evaluating Pesticide Degradation in the Environment: Blind spots and Emerging Opportunities.
* Unit Readings:
	+ National Pesticide Information Center (NPIC) summaries

**Activities**

* Individual: Describe the importance of a pesticide’s chemical characteristics
* Group: Discuss assigned herbicide rankings
* Class: Look up assigned herbicides and summarize characteristics

**Assessments**

* **Quiz 3**

Opens: Thursday, October 5 at 5:00 pm ET

Closes: Sunday, October 8 at 11:59 pm ET

**Unit 05: Bias**

#### Week 5 – Monday, October 9 to Sunday, October 15

**Readings**

* Website: Unit 05 Content
* Stephson and Solomon, Chapter 1, p. 1 – 11

**Videos**

* Recognizing Online Propaganda, Bias, and Advertising

**Activities**

* Individual: Describe an experience with pesticides in the media
* Group: Share an example of bias on social media
* Class: Describe bias related to Silent Spring or pesticides

**Assessments**

* **Quiz 4**

Opens: Thursday, October 12 at 5:00 pm ET

Closes: Sunday, October 15 at 11:59 pm ET

* **Activity Log 1** (Weeks 2-4)

Due: Sunday, October 15 at 11:59 pm ET

**Unit 06: Neonics**

#### Week 6 – Monday, October 16 to Sunday, October 22

**Readings**

* Website: Unit 06 Content

**Videos**

* Keeley, L.L. (2004)

**Activities**

* Individual: Describe knowledge of neonics
* Group: Formulate a research questions, share, and discuss
* Class: Research scientific literature

**Assessments**

* **Quiz 5**

Opens: Thursday, October 19 at 5:00 pm ET

Closes: Sunday, October 22 at 11:59 pm ET

**Unit 07: Toxicology**

#### Week 7 – Monday, October 23 to Sunday, October 29

**Readings**

* Website: Unit 07 Content
* Stephson and Solomon, Chapter 11, 213 – 228
* Unit Readings:
	+ IUPAC Glossary

**Videos**

* Keeley, L.L. (2004)

**Activities**

* Individual: Watch Keeley videos and describe pros/cons
* Group: Write and answer multiple choice questions
* Class: Look up assigned toxicology term

**Assessments**

* **Quiz 6**

Opens: Thursday, October 26 at 5:00 pm ET

Closes: Sunday, October 29 at 11:59 pm ET

* **Draft Research Proposal**

Due: Sunday, October 29 at 11:59 pm ET

**Unit 08: Ecotoxicology**

#### Week 8 – Monday, October 30 to Sunday, November 5 *(40th Class Day: Friday, November 3)*

**Readings**

* Website: Unit 08 Content
* Stephson and Solomon, Chapter 12, 229 – 245
* Unit Readings:
	+ Persistent Organic Pollutants: A Global Issue, A Global Response

**Videos**

* Ares:
	+ CBC. *The Nature of Things: SongbirdSOS*.

**Activities**

* Individual: Read about Persistent Organic Pollutants and select three endpoints
* Group: Compare and contrast guideline development for selected pesticides
* Class: Watch *SongbirdSOS*, research, and summarize an ecotoxicology example

**Assessments**

* **Quiz 7**

Opens: Thursday, November 2 at 5:00 pm ET

Closes: Sunday, November 5 at 11:59 pm ET

* **Activity Log 2** (Weeks 5-7)

Due: Sunday, November 5 at 11:59 pm ET

**Unit 09: Science Communication**

#### Week 9 – Monday, November 6 to Sunday, November 12

**Readings**

* Website: Unit 09 Content
* Ares:
	+ Backhaus, T. Communicating Environmental Science to the General Public. *Integrated Environmental Assessment and Management*.
* Unit Readings:
	+ 5 tips for communicating science
	+ Effective communication, better science
	+ The Message Box

**Activities**

* Individual: Research and define SciComm

**Assessments**

* **Quiz 8**

Opens: Thursday, November 9 at 5:00 pm ET

Closes: Sunday, November 12 at 11:59 pm ET

**Unit 10: Risk**

#### Week 10 – Monday, November 13 to Sunday, November 19

**Readings**

* Website: Unit 10 Content
* Stephson and Solomon, Chapter 12, 246 – 260

**Activities**

* Individual: Describe components of risk assessment
* Group: Calculate hazard quotients
* Class: Assess risk using probabilistic risk assessment and PMRA guidelines

**Assessments**

* **Quiz 9**

Opens: Thursday, November 16 at 5:00 pm ET

Closes: Sunday, November 19 at 11:59 pm ET

**Unit 11: Regulation**

#### Week 11 – Monday, November 20 to Sunday, November 26

**Readings**

* Website: Unit 11 Content
* Stephson and Solomon, Chapter 17, p. 325 – 335

**Assessments**

* **Quiz 10**

Opens: Thursday, November 23 at 5:00 pm ET

Closes: Sunday, November 26 at 11:59 pm ET

**Unit 12: Summary and Extrapolation**

#### Week 12 – Monday, November 27 to Friday, December 1

**Readings**

* Website: Unit 12 Content

**Assessments**

* **Final Research Proposal**

Due: Friday, December 1 at 11:59 pm ET

* **Activity Log 3** (Weeks 8-12)

Due: Sunday, November 26 at 11:59 pm ET

## Assessment

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 Assessment

|  |  |
| --- | --- |
| Assessment Item | Weight |
| Quizzes (Best 8 or 10) | 40% |
| Activity Logs (3) | 30% |
| Research Proposal* Draft Proposal (5%)
* Final Proposal (25%)
 | 30% |
| **Total** | **100%** |

### Assessment Descriptions

#### Quizzes

Students are expected to answer true or false and multiple choice questions in the quizzes on a weekly basis during Weeks 2 – 11 and will have one hour to complete each quiz. Each quiz will be divided into three progressively more challenging sections that consist of three or four questions each. The first section of each quiz will consist of true or false questions that you should easily be able to answer if you completed all readings and activities to date. Multiple choice questions in which you will be asked to select the correct response in the middle section of each quiz will test your understanding of the course material and your ability to apply it to new situations. In the final section of each weekly quiz, you will be asked to select the incorrect response to multiple choice questions. This last section is designed to evaluate your ability to analyze and evaluate the course content and activities.

#### Activity Log

Within each unit you will find instructions for an individual, group and class activity. Most activities will require you to write 50 – 150 words describing the outcome. It is your responsibility to keep a log of each individual, group and class activity each week during Weeks 2 – 12. You will be responsible for submitting these logs 3 times during the semester.

#### Research Proposal

You will write a research proposal for a study that will advance our understanding of the non-target effects of neonicotinoid insecticide use. You will submit your research proposal twice. First, you will submit a draft proposal so your instructor can provide feedback. The draft proposal is due Sunday, October 29 at 11:59 pm ET. Second, you will use this feedback to produce a final proposal. The final proposal is due Friday, December 1 at 11:59 pm ET.

## Course Technologies and Technical Support

### CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](http://spaces.uoguelph.ca/ed/system-requirements/). Use the [browser check](http://courselink.uoguelph.ca/d2l/tools/system_check/systemcheck.asp?ou=6605) 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, and download attachments);
* Navigate the CourseLink learning environment (the instructions for this are given in your course);
* Communicate using a discussion board (e.g., read, search, post, reply, follow threads) in the CourseLink website;
* Upload assignments using the **Dropbox** tool in the CourseLink website;
* 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](http://www.uoguelph.ca/web/privacy/). Please visit the D2L website to review the [Brightspace privacy statement](http://www.d2l.com/legal/privacy/) and [Brightspace Learning Environment web accessibility standards](http://www.d2l.com/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

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](http://www.uoguelph.ca/cio/content/aup-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. Email a request to Dr. Prosser and he will schedule a Skype meeting.

### 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 activity log and group research proposal assignments 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 poof 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 in the schedule section of this outline. 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/).

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

### Early and Late Policies

As an incentive to plan ahead, a 5% bonus will be awarded for all quizzes and assignments completed by 4:59 pm on Friday of the week they are due (e.g., an additional 0.5% will be added to your final grade for each activity log handed in by 4:59 pm on Friday).

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 10 days at which time access to the **Dropbox** folder will be closed. Saturday and Sunday are incluced in the number of days after the deadline for the submission of the assignment.

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 within 3 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.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](https://webadvisor.uoguelph.ca/WebAdvisor/WebAdvisor?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=2526105680) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](https://courses.opened.uoguelph.ca/portal/logon.do?method=load) to view their final grade (using the same username and password you have been using for your courses).

https://webadvisor.uoguelph.ca/WebAdvisor/WebAdvisor?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=2526105680

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).

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

## University Standard Statements

### University of Guelph: Undergraduate Policies

As a student of 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 Student**, consult the [Undergraduate Calendar](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the [Open Learning Program Calendar](http://opened.uoguelph.ca/en/students/open-learning-program-calendar.asp) for information about University of Guelph administrative policies, procedures and services.

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

http://opened.uoguelph.ca/student-resources/open-learning-program-calendar

### Email Communication

#### University of Guelph Degree Students

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.

#### Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

### When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

#### University of Guelph Degree Students

Consult the [Undergraduate Calendar](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml) for information on regulations and procedures for Academic Consideration.

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

#### Open Learning Program Students

Please refer to the [Open Learning Program Calendar](http://opened.uoguelph.ca/en/students/open-learning-program-calendar.asp) for information on regulations and procedures for requesting Academic Consideration.

http://opened.uoguelph.ca/student-resources/open-learning-program-calendar

### Drop Date

#### University of Guelph Degree Students

The last date to drop one-semester courses, without academic penalty, is indicated on the Schedule section of this course outline. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml).

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

#### Open Learning Program Students

Please refer to the [Open Learning Program Calendar](http://opened.uoguelph.ca/en/students/open-learning-program-calendar.asp).

http://opened.uoguelph.ca/student-resources/open-learning-program-calendar

### Copies of Assignments

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

### Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

#### University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Accessibility Services as soon as possible.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, email Accessibility Services or visit the [Accessibility Services website](https://wellness.uoguelph.ca/accessibility/).

accessibility@uoguelph.ca

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

#### Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please contact the Academic Assistant to the Director. Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please contact the Academic Assistant to the Director at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

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### Academic Misconduct

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](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml) is detailed in the Undergraduate Calendar.

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### Copyright Notice

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For more information about students’ rights and obligations with respect to copyrighted works, review [Fair Dealing Guidance for Students](http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_policy_0.pdf).

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### 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.

### Recording of Materials

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