UNIVERSITY OF GUELPH

ENVS*3000 Nature Interpretation

Fall 2026

Section: DE01

Section: DE01
School of Environmental Sciences Credit Weight: 0.50

Course Details

Calendar Description

This course explores communication and experiential learning theories and their application to natural history interpretation and environmental education program design and delivery. Students will develop interpretive materials, plan an interpretive walk, and deliver the interpretive walk to a community group.

Pre-Requisite(s): BIOL*2060

Restriction(s): ENVB*3000

Method of Delivery: Distance Education (asynchronous online)

Final Exam: There is no final exam in this course.

Instructional Support

Instructor

Dr. Amanda Hooykaas

Email: amanda.hooykaas@uoguelph.ca

Office Hours via **Zoom:** Students may request a meeting with the Instructor or TA (Teaching Team) to discuss any issue that cannot be addressed via the Discussion Boards. Please note that further details will be posted in the **Announcements**. See also **Communicating with Your Instructor.** Please note that further details will be posted in the **Announcements**. See also **Communicating with Your Instructor.**

Teaching Assistant(s)

Name: TBA
Email: TBA

Learning Resources

Required Textbook

Title: Interpreting Cultural and Natural Heritage for a Better World

Author(s): Beck, L., Cable, T.T., & Knudson, D.M.

Edition / Year: 1st Edition / 2018

Publisher: Sagamore Publishing

ISBN (ebook): 9781571678669

Course Materials

This course requires the use or purchase of an audio/video recording device – a cell phone with these capabilities will be fine – in order to complete the course activities and/or assessments. It is your responsibility to ensure that you have the required material for the course.

Cost of Textbook and Learning Resources

The required textbook is available via VitalSource eBook from Publisher: 68.00 USD. You may purchase the eBook only at University of Guelph Bookstore. The Guelph Campus Co-op Bookstore may carry used print copies. You may also purchase the textbook directly from the publisher: https://sagamorepub.com/products/interpreting-cultural-and-natural-heritage-for-a-better-world-2?_pos=1&_psq=interpreting&_ss=e&_v=1.0

(This is my suggestion – far less expensive and immediate access! If purchasing directly from the publisher, be sure you use the postal code associated with your credit card and not your current location in Guelph, if these differ, when ordering.

Course Website

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

https://courselink.uoguelph.ca

Ares

For this course, you may 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.

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

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

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

Learning Outcomes

Course Learning Outcomes

While we may think of nature interpretation as really taking place in the context of a job, such as a park naturalist or teacher, there are many other times when skills in nature interpretation are put to the test. Throughout our lives we often find ourselves in situations where we interpret nature to others. Think of the number of times a parent shares aspects of nature to a child, or you unpack the area in which you live to a visitor. Indeed, commenting on a beautiful sunset is an interpretation of nature. Just what is the definition of nature interpretation? What theories support nature interpretation? Can interpretation be a science AND an art? How can we develop our skills as interpreters? How can we apply interpretive techniques in our daily lives and careers? ENVS*3000 DE Nature Interpretation aims at providing opportunities for you to find answers to these and other questions.

This course can best be described as an applied course that helps you explore communication and experiential learning theories and their application to natural heritage (nature) interpretation and environmental education program design. You will

also develop and present interpretive materials and a program within the context of the nature interpretation.9

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

1. Summarize interpretive theory in relation to the environment
2. Describe a diversity of approaches to environmental interpretation
3. Explain the role of environmental interpretation in conservation and sustainability
4. Develop a strong skillset related to audience assessment, the delivery of program objectives, and effective planning, communication, and debrief
5. Communicate interpretive experiences in the field through a variety of approaches

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Teaching and Learning Activities

Method of Learning

ENVS*3000 DE is assessed entirely through a staged practicum portfolio — a full-course applied assessment sequence in which students select a local natural site, study it, interpret it on video, receive peer feedback, and then return to the same site to deliver a revised interpretation aimed at a different target audience. The portfolio closes with a comparative synthesis reflection. This is not a single high-stakes assignment. It is a sequence of staged components across 12 weeks, each with its own deadline, gradebook item, and rubric. Students receive feedback at multiple points and demonstrate growth through iteration.

Nature interpretation is a skill developed through practice, feedback, and adaptation. A traditional mix of essays and exams cannot capture whether a student can actually stand in a natural setting and communicate its significance to others. This portfolio assesses the full interpretive cycle — planning, audience analysis, delivery, reflection, revision, and re-delivery — while remaining accessible for online asynchronous delivery through D2L.

Course Structure

- Unit 01: Launching into Nature Interpretation
- Unit 02: Teaching Learners
- Unit 03: Risk versus Reward in Interpretation
- Unit 04: Nature Interpretation through Art and Planning for “All” Scenarios
- Unit 05: Nature Interpretation through Science
- Unit 06: Nature Interpretation through History
- Unit 08: The Role of Technology in Nature Interpretation

- Unit 09: Sense-Making of Nature Interpretation
- Unit 10: Nature Interpretation's Role in Environmental Sustainability
- Unit 11: How to Actually Get a Job

What to Expect for Each Unit

Each unit will present framing content to help you better situate the course readings. There are three major questions/activities associated with each unit:

- Who am I as an Interpreter?
- Who is My Audience?,
- How Can I Make This Experience Meaningful?

These are intended to help you consider how to apply unit concepts in specific situations.

Schedule

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

Unit 01: Launching into Nature Interpretation

Week 1 – Thursday, September 10 to Sunday, September 20

Readings

- Textbook: "Preface" (pp.xiii-xvii); Chapter 1: What is Interpretation? (pp.3-16)
- Hooykaas, A. (2021). Stewarding Places through Geography in Higher Education. Journal of Geography (Houston), 120(3), 108–116. https://doi.org/10.1080/00221341.2021.1895288https://ocul-gue.primo.exlibrisgroup.com/permalink/01OCUL_GUE/1neq0sb/cdi_proquest_journals_2531429877

Activities

- Familiarize yourself with the course website and online learning by selecting **Help & Resources** on the navbar.
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar.
- Complete the **AI Literacy Module** under **Content**.

- Complete Who am I as an Interpreter?, Who is My Audience?, How Can I Make This Experience Meaningful? Activities
- Begin to identify potential sites for your portfolio

Unit 02: Teaching Learners

Week 2 – Monday, September 21 to Sunday, September 27

Readings

Textbook: Chapter 5: Guiding Principles of Interpretation (pp.81-101); Chapter 6: How People Learn (pp.105-123)

Activities

Complete Who am I as an Interpreter?, Who is My Audience?, How Can I Make This Experience Meaningful? Activities

- Attend Portfolio Information Session via Zoom (date will be announced Week 1; this will also be recorded for future reference)

Assessments

- Submit Components 1A and 1B (Site Proposal & Access Plan, and Safety, Privacy, & Accessibility Plan) for approval to the DropBox by Sunday, September 27, 2026, at 11:59pmEST

Unit 03: Risk versus Reward in Interpretation

Week 3 – Monday, September 28 to Sunday, October 4

Readings

- Textbook: Chapter 7: Serving Diverse Audiences (pp.127-158)
- Ares: Helping Teachers Unpack their “Invisible Knapsacks”
- Ares: Parents pray while waiting for names 12 boys, teacher drown on canoe trip 18 survivors due out today

Activities

- Complete Who am I as an Interpreter?, Who is My Audience?, How Can I Make This Experience Meaningful? activities

Assessments

- Submit Component 1C (Site Intro / Test Video) to the DropBox by Sunday, October 4, 2026, at 11:59pmEST

Unit 04: Nature Interpretation through Art and Planning for "All" Scenarios

Week 4 – Monday, October 5 to Friday, October 9

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

Readings

- Textbook: Chapter 3: Values to Individuals and Society (pp.41-56); Chapter 10: Arts in Interpretation (pp.215-230)
- Ares: At the Heart of Art and Earth: An Exploration of Practices in Arts-Based Environmental Education
- Ares: "Flow, The Secret to Happiness" (https://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow)
- Website: https://www.gallery.ca/collection/collecting-areas/indigenous-ways-and-decolonization/indigenous-art (look around)
- Hooykaas, A. L. (2022). Placelessness and Dis-ease: Addressing the Need for Familiar Places for At-Risk Youth. In R. A. Dunkley, H. Pitt, & T. A. Smith (Eds.), *Unfamiliar Landscapes* (pp. 441–459). Springer International Publishing. https://doi.org/10.1007/978-3-030-94460-5_18

Activities

- Watch "The Group of Seven at 100: Virtual Curatorial Talk" https://www.youtube.com/watch?v=TuQHfLIbnSw
- Complete Who am I as an Interpreter?, Who is My Audience?, How Can I Make This Experience Meaningful? Activities

Assessments

- Submit Component 1D (Applied Theory & Approach Comparison) to the DropBox by Friday, October 9, 2026, at 11:59pmEST

Unit 05: Nature Interpretation through Science

Week 5 – Wednesday, October 14 to Sunday, October 18

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

Readings

- Ares: Convergence Between Science and Environmental Education
- Ares: Evaluating Environmental Education, Citizen Science, and Stewardship through Naturalist Programs

Activities

- Complete Who am I as an Interpreter?, Who is My Audience?, How Can I Make This Experience Meaningful? activities

Assessments

- Submit Component 2: Step 1 (Interpretive Plan) and Step 2 (Target Audience Profile) to the DropBox by Sunday, October 18, 2026, at 11:59pmEST

Unit 06: Nature Interpretation through History

Week 6 – Monday, October 19 to Sunday, October 25

Readings

- Textbook: Chapter 14: Interpretation and the Written Word (pp.303-322); Chapter 15: Interpreting History (pp.325-343)

- **Activities**

  - Complete Who am I as an Interpreter?, Who is My Audience?, How Can I Make This Experience Meaningful? Activities

  - *Week 6 is dedicated to recording on site. No written submission is due this week — use this time to visit your site, record, and refine your video.*

Assessments

- None

Unit 07: Nature Interpretation through Music

Week 7 – Monday, October 26 to Sunday, November 1

Readings

- Textbook: “Chapter 8: Interpreting to the Masses” (pp.165-182)
- Ares: Gray, P. Krause, B. Atema, J., Payne, R., Krumhansl, C. & Baptista, L. (2001). The Music of Nature and the Nature of Music. Science. 291. 52-54.
- Ares: Sahi, V. (2011). Using folk traditional music to communicate the sacredness of nature in Finland.Spiritual Values of Protected Areas of Europe,2, 129

Activities

- Complete Who am I as an Interpreter?, Who is My Audience?, How Can I Make This Experience Meaningful? activities

Assessments

- Submit Component 2: Step 3 (Interpretive Video Recording) to FeedbackFruits by Sunday, November 1, 2026.
- Submit Component 2: Step 3 and Step 4 (Cycle 1 Reflection) to the DropBox by Sunday, November 1, 2026, at 11:59pmEST

Unit 08: The Role of Technology in Nature Interpretation

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

Readings

- Textbook: Chapter 19: Evaluating Interpretation (pp.417-425)

Activities

- Complete Who am I as an Interpreter?, Who is My Audience?, How Can I Make This Experience Meaningful? Activities

Assessments

- Complete Component 3 (Peer Evaluation) for two peers via FeedbackFruits by Sunday, November 8, 2026, at 11:59pmEST

Unit 09: Sense-Making of Nature Interpretation

Week 9 – Monday, November 9 to Sunday, November 15

Readings

- Textbook: Chapter 21: The Bright Future of Interpretation (pp.457-476) …
- Environment and Climate Change Canada. (2025). “Canada’s National Framework for Environmental Learning”. https://www.canada.ca/en/services/environment/weather/climatechange/get-involved/advancing-literacy/national-framework.html?utm_campaign=eccc-eccc-sm-25-26&utm_medium=smo&utm_source=linkedin&hsid=851dd35f-f217-4548-bd3c-20c3d150cba5&utm_profile=environment+and+climate+change+canada

Activities

- Complete Who am I as an Interpreter?, Who is My Audience?, How Can I Make This Experience Meaningful? activities

Assessments

- Submit Component 4: Step 1 (Revision Plan) and Step 2 (Second Target Audience Profile) to the DropBox by Sunday, November 15, 2026, at 11:59pmEST

Unit 10: Nature Interpretation's Role in Environmental Sustainability

Week 10 – Monday, November 16 to Sunday, November 22

Readings

- Ares: Why Environmental Educators Shouldn't Give Up Hope

Activities

- Complete Who am I as an Interpreter?, Who is My Audience?, How Can I Make This Experience Meaningful? Activities
- *Week 10 is dedicated to recording on site. No written submission is due this week — use this time to return to your site, record, and refine your second video.*

Assessments

- None

Unit 11: How to Actually Get a Job

Week 11 – Monday, November 23 to Sunday, November 29 & 12 – Monday, November 30 to Friday, December 4

Readings

- Ares: Why you will fail to have a great career

Activities

- Complete Who am I as an Interpreter?, Who is My Audience?, How Can I Make This Experience Meaningful? activities

Assessments

- Submit Component 4: Step 3 (Second Interpretive Video) to the DropBox by Sunday, November 29, 2026, at 11:59pmEST
- Submit **Component 5 (Final Comparative Synthesis & Process Portfolio**) to the DropBox by Friday, December 4, 2026, at 11:59pmEST

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
Component 1: Site, Ethics & Theory Readiness Portfolio	10%	1, 2, 3, 4, 5
Component 2: Cycle 1: First Local Site Interpretation	30%	1, 2, 3, 4, 5
Component 3: Peer Evaluation of Classmates' Cycle 1 Videos	10%	1, 2, 3, 4, 5
Component 4. Cycle 2: Revised Interpretation for a New Target Audience	30%	1, 2, 3, 4, 5
Component 5. Final Comparative Synthesis & Process Portfolio	20%	
Total	**100%**	

Assessment Descriptions

Nature Interpretation Practicum Portfolio

You will complete the Nature Interpretation Practicum Portfolio in 5 assessments completed over the course of the term. It is a full-course applied assessment sequence in which students select a local natural site, study it, interpret it on video, receive peer feedback, and then return to the same site to deliver a revised interpretation aimed at a different target audience. The portfolio closes with a comparative synthesis reflection.

This is not a single high-stakes assignment. It is a sequence of staged components across 12 weeks, each with its own deadline, gradebook item, and rubric. Students receive feedback at multiple points and demonstrate growth through iteration.

Last Day to Drop Course

The final day to drop F26 courses without academic penalty is the last day of classes: December 4.

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

Use of Artificial Intelligence

The use of artificial intelligence (AI) in this course must align with academic integrity principles. Students are expected to complete their work independently and showcase their problem-solving abilities. Undeclared and/or unauthorized use of AI tools to produce coursework is considered a form of academic misconduct. Any misuse of AI tools, including submitting AI-generated work, may be considered academic misconduct. For specific guidelines on acceptable AI use in your course, please check with your instructor.

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

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

Course Grading Policies

Extension Considerations

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

Late Assignments

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

Obtaining Grades and Feedback

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

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

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

Open Learning program students should log in to the Student Portalhttps://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://www.uoguelph.ca/webadvisor

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

Submission of Assignments to Dropbox

All assignments for this course should be submitted electronically via the online **Dropbox** tool, with the exception of the Peer Evaluation, which will be completed online via **FeedbackFruits**. 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.

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

Technology Requirements and Technical Support

CourseLink System Requirements

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

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

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

Zoom Requirements

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

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

FeedbackFruits

This course will use the **FeedbackFruits** tool for peer evaluation. **FeedbackFruits** is a tool that empowers students to give meaningful feedback to their peers using structured rubrics. Learn more about the tool by reviewing the Applicant & Candidate Privacy Statement policy and the Accessibility: WCAG Compliance information.

https://feedbackfruits.com/applicant-candidate-privacy-statement-policy

https://help.feedbackfruits.com/hc/en-us/articles/23527091756946-Accessibility-WCAG-Compliance

Technical Skills

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

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);

- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Chrome); and
- Perform online research using various search engines (e.g., Google) and library databases.

Technical Support

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

CourseLink Support
University of Guelph
Johnson Hall, Room 064
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 a.m.–4:30 p.m.

Phone/Email Hours (Eastern Time):
Monday thru Friday: 8:30 a.m.–8:30 p.m.
Saturday: 10:00 a.m.–4:00 p.m.
Sunday: 12:00 p.m.–6:00 p.m.

Standard Statements for Online Courses

Acceptable Use

The University of Guelph has an Acceptable Use Policy, which you are expected to adhere to.

https://ithelp.uoguelph.ca/policy/acceptable-use-policy

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

Netiquette Expectations

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

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

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

Copyright Notice

Content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or have been copied under an exception or limitation in Canadian Copyright law. The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third-party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes. Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses. For more information about students' rights and obligations with respect to copyrighted works, review the Fair Dealing Policy.

https://www.lib.uoguelph.ca/scholarship-publishing/copyright-university-guelph/

Respondus Policy Violation Consequences

If your video is flagged, your instructor will review it. If this review indicates a suspected case of academic misconduct, your instructor will initiate the procedures for such cases and you may be subject to the penalties as outlined in the University's Academic Misconduct Policy.

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

Turnitin Originality Check

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

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

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

Standard Statements for Open Learning Program Students

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

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

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

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

scs-counsellor@uoguelph.ca

Standard Statements for Undergraduate Courses

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

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

https://calendar.uoguelph.ca

Academic Integrity

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

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

could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is outlined in the Undergraduate Calendar.

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

Accessibility

University of Guelph Degree Students

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

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

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website.

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

Accommodation of Religious Obligations

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

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations.

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

Copies of Out-of-class Assignments

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

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the

second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

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

Email Communication

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

Health and Wellbeing

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

https://wellness.uoguelph.ca/

https://wellness.uoguelph.ca/navigators

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

Illness

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

Recording of Materials

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

Resources

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

https://calendar.uoguelph.ca/

When You Cannot Meet a Course Requirement

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

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