ENVS*3000 - Nature Interpretation
Winter 2024 Course Outline
Section: DE
Credits: 0.50

Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

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.
Prerequisite(s): BIOL*2060
Department(s): School of Environmental Sciences

Course Description

Course Structure: This is a collaborative, learner-centred course that actively engages all students in discussions and activities. The course requires careful reviewing of all requirements and material placed on the website including this syllabus. Make sure that you are prepared to read and to actively engage in the course content and in the community around you before you enroll in the course. Each unit will generally consist of three types of classes: 1) theory, 2) experience, and 3) skill development. Perhaps the most important aspect of this process is the sense-making – you will be expected to not review course notes, but also engage meaningfully and substantively.

The structure of the course itself is designed to follow a framework of an interpretive program. Each component and activity will have an introduction with clear objectives. Examples, where possible, will be used to contrast effective techniques with those that are less effective. The theoretical support of these examples will be presented. Prior to moving to a new topic, summaries of the main points will be provided. Throughout the course, feedback and evaluation will be encouraged. Please take note that the course is designed to provide you with a model that you can use in your assignments: introduction with objectives, examples/experiences/theory, summary, feedback, and evaluation.

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 associated with each unit, which are intended to help you consider how to apply unit concepts in specific situations:

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

Instructor Information

Amanda Hooykaas
Dr.
Email: amanda.hooykaas@uoguelph.ca
Winter 2024 Office Hours:
Office Hours via Zoom: Students may request a meeting with the Instructor or a 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.

Method of Delivery

This course is a fully interactive online course and requires disciplined time management. To successfully complete this course, it is essential that you begin work as of the first week of the course and participate regularly throughout the semester. You will be required to access the course website frequently (at least three times per week). Your ability to participate online regularly is critical to your success in this course.

Course Learning Outcomes

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

Textbooks

Group	Title	Author	ISBN
Required	Interpreting Cultural and Natural Heritage for a Better World. Urbana, IL: Sagamore Publishing	Beck, L., Cable, T.T., & Knudson, D.M. (2018)	978-1-57167-865-2

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

You may purchase the eBook only at University of Guelph Bookstore (http://www.bookstore.uoguelph.ca/). Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore. The Guelph Campus Co-op Bookstore (https://bookstore.coop/) may carry used print copies.

You may also purchase the textbook directly from the publisher: Interpreting Cultural and Natural Heritage for a Better World | Sagamore Venture Publishing (sagamorepub.com) (https://www.sagamorepub.com/products/interpreting-cultural-and-natural-heritage-better-world/) *(This would be my suggestion – far less expensive and immediate access!)*

Course Website

CourseLink (https://courselink.uoguelph.ca/) (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.

Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (https://www.uoguelph.ca/uaic/programcounsellors/) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons (https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

Library Course Reserve (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 (https://lib.uoguelph.ca/find/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

Teaching and Learning Activities

Method of Learning

To meet your needs, given the wide range of interests and knowledge backgrounds, the course has been developed around a number of teaching aids and strategies. Together, the course website and textbooks form the foundation of this course. Using these resources, you will have the opportunity to be involved in a comprehensive learning experience. You will be involved in activities that include completing readings from the text, designing and planning a trail guide, assessing current interpretive offerings within the larger community, and planning an interpretative walk.

The structure of the course itself is designed to follow a framework of an interpretive program. Each component and activity will have an introduction with clear objectives. Examples, where possible, will be used to contrast effective techniques with those that are less effective. The theoretical support of these examples will be presented. Prior to moving to a new topic, summaries of the main points will be provided. Throughout the course, feedback and evaluation will be encouraged. Please take note that the course is designed to provide you with a model that you can use in your assignments: introduction with objectives, examples/experiences/theory, summary, feedback and evaluation. [

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 07: Nature Interpretation through Music
- 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 question / activities associated with each unit:

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

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

Course 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. Additional content is outlined within CourseLink for each unit.

Unit 01: Launching into Nature Interpretation

Week 1 – Thursday, January 8 to Sunday, January 14

Readings
- Textbook: "Preface" (pp.xiii-xvii); Chapter 1: What is Interpretation? (pp.3-16)
- Ares: Blog - Lifewire (https://www.lifewire.com/find-blogs-on-the-web-3971954/)

Activities
- Familiarize yourself with the course website by selecting **Start Here** on the navbar.
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar.7
- Complete Who am I as an Interpreter?, Who is My Audience?, How Can I Make This Experience Meaningful? Activities
- Learn about the **PEAR** tool integrated within CourseLink. Watch this Tutorial video (https://peartool.opened.uoguelph.ca/). https://peartool.opened.uoguelph.ca/

Assessments
- Complete Unit 01 blog post by Sunday, January 14 at 11:59 PM ET

Unit 02: Teaching Learners

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

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

Assessments
- Complete Unit 02 blog post by Sunday, January 21 at 11:59 PM ET

Unit 03: Risk versus Reward in Interpretation

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

Readings
- Textbook: Chapter 7: Serving Diverse Audiences (pp.127-158)
- Ares: Helping Teachers Unpack their "Invisible Knapsacks"

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

Assessments
- Complete Unit 03 blog post by Sunday, January 28 at 11:59 PM ET

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

Week 4 – Monday, January 29 to Sunday, February 4

Readings
- Textbook: Chapter 3: Values to Individuals and Society (pp.41-56); Chapter 10: Arts in Interpretation (pp.215-230)
- Ares: Parents pray while waiting for names 12 boys, teacher drown on canoe trip 18 survivors due out today
- 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/)" (https://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow)

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

Assessments
- Complete Unit 04 blog post by Sunday, February 4 at 11:59 PM ET
- Group podcast outline/plan for podcast 1 due by Sunday, February 4 at 11:59 PM ET
- Initial submission of Unit 01 to Unit 04 blog post document to **PEAR** due by Sunday, February 4 at 11:59 PM ET

Note:
- You will NOT be copying/pasting/submitting your Unit 01-04 blog posts. Instead, in the document that you submit, you will be providing your peer reviewers with the hyperlink to your blog. The PEAR tool will be open to you beginning **Monday, January 29** for your submissions.
- You must submit a document to the PEAR tool by the **Sunday, February 4** deadline to be able to participate in the peer review.

- After the initial submission due date, you will receive two of your peers' submissions to review. Please see Week 5 for the PEAR peer review period dates/times. When you review your peer's submission, be sure to return to the original blog so that you do not miss important evaluative aspects of your peer's blog.
- **You are also required to complete your feedback via PEAR in order for your assignment to be considered "complete".** You are not guaranteed a grade for completing this assignment if you do not complete the *Grading Form* on PEAR for your assigned reviews.

Unit 05: Nature Interpretation through Science
Week 5 – Wednesday, February 5 to Sunday, February 11

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
- Complete Unit 05 blog post by Sunday, February 13 at 11:59 PM ET
- Peer evaluation of Unit 1 to 4 blog posts via **PEAR**
  Opens: Wednesday, February 7 at 10:00 AM ET
  Due: Thursday, February 8 at 11:59 PM ET

Note: Your instructor/TA will also provide an initial evaluation of your submission to PEAR. The purpose of the instructor/TA evaluation is intended to highlight the most important aspects recommended for editing before submitting the final assignment.

Unit 06: Nature Interpretation through History
Week 6 – Monday, February 12 to Friday, February 16

Note: This is a shortened learning week because of the Winter Break. Please note any due dates carefully.

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

Assessments
- Complete Unit 06 blog post by Friday, February 16 at 11:59 PM ET

Unit 07: Nature Interpretation through Music
Week 7 – Monday, February 26 to Sunday, March 3

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
- Complete Unit 07 blog post by Sunday, March 3 at 11:59 PM ET

Unit 08: The Role of Technology in Nature Interpretation
Week 8 – Monday, March 4 to Sunday, March 10

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

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

Assessments
- First Podcast and Podcast 1 show notes due Sunday, March 10 at 11:59 PM ET

Unit 09: Sense-Making of Nature Interpretation
Week 9 – Monday, March 11 to Sunday, March 17

Readings
- Textbook: Chapter 21: The Bright Future of Interpretation (pp.457-476) …

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

Assessments
- Podcast personal reflection due March 17 at 11:59 PM ET
- Complete Unit 09 blog post by Sunday, March 17 at 11:59 PM ET

Unit 10: Nature Interpretation's Role in Environmental Sustainability
Week 10 – Monday, March 18 to Sunday, March 24

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

Assessments
- Complete Unit 10 blog post by Sunday, March 24 at 11:59 PM ET

Note: This blog post is double-weighted. The final blog post should be twice the usual length, and twice as many responses to peers are required.

Unit 11: How to Actually Get a Job
Week 11 & 12 – Monday, March 25 to Monday, April 8

Readings
- Ares: Why you will fail to have a great career (https://www.ted.com/talks/larry_smith_why_you_will_fail_to_have_a_great_career/?language=en)

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

Assessments
- Second podcast and podcast show notes due in **Dropbox** Thursday, April 4 at 11:59 PM ET

Assessment Breakdown

Description	Weighting (%)	Due Date
Interpretive Blog: Initial Submissions (weekly blogs due each week as per course schedule)	15%	Sunday, February 4, 2024
Interpretive Blog: Peer Evaluation	10%	Thursday, February 8, 2024
Interpretive Blog: Final Submission (weekly blogs due each week as per course schedule)	25%	Sunday, March 28, 2024
Interpretive Podcast: For Children	20%	Sunday, March 10, 2024
Interpretive Podcast: Personal Reflection on 1st Podcast	10%	Sunday, March 17, 2024
Interpretive Podcast: For Adults	20%	Thursday, April 4, 2024

Assessment Details

Blog
Interpretive Blog   50%

You are to create a strong, persuasive blog and thus your work should be reflective of your experience in the course and should be created while being mindful of the lens of the course. Your blog is expected to show strong reflection on your experiences, provoke conversation, and provide insight in the process(es) of interpreting the natural world.

Your blog will be virtual and created as a Tumblr site; it must be registered as "YOURINITIALS_ENVS3000_SEMESTERYEAR". For example: "ALH_ENVS3000_W24" Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of the assignment.

Group Project
Podcasts   50%

In a group of 3-5 students, you will create two twenty-minute podcasts on the same topic of your choice as it pertains to the Arboretum and/or environmental science research happening within the City of Guelph.

Note: These podcasts must be interpretive in nature.

The first will target children ages 8-12 and the second will target adults. There are multiple components to this assignment (both individual and group). Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of the assignment.

Last Day to Drop Course

The final day to drop Winter 2024 courses without academic penalty is the last day of classes: April 08

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.

Course Grading Policies

Group Contract

The group-based assessments are heavily weighted in this course. The expectations for this course are that students should be able to work effectively together to achieve results. It is essential that you ensure your groups remain cohesive and supportive if effective learning is to occur.

The course instructor requires group members to contract for this at the outset of the course. These group contracts will not be graded but are a required component of the course. To locate and the group contract, select Dropbox from the Tools dropdown menu and open the folder "Group Contract" Download the group contract document and meet with your group. When completed, submit the Group Contract to the **Dropbox**.

Social Loafing

In the event of "social loafing" or other team dysfunction, or contravention of the group contract, the first course of action is to attempt to resolve these within the group, using the group contract as a resolution mechanism. The groups should identify and address the issue(s) early in the process, so speedy identification and resolution is key. Call a team meeting to discuss the issue(s); keep personalities out of the discussion focus on the issue(s) at hand. Look to your contract for solutions to the social loafing or team dysfunction. If this is not possible, it is your responsibility to raise these issues with the Course Instructor as a group.

Grading of Individual and Group Work and Course Completion

Students must pass all assessments in the course to receive a passing grade. For example, a student earning 80% in the group assessments of the course would fail the course if they did not achieve a passing grade in the individual assessments. The default position is that all students in a group will receive the same grade for group-based work. If there is a situation where a student is not fairly contributing to the production and completion of the group assignment and does not respond to group requests to enhance their efforts, group members should contact the Course Instructor.

In special cases such as this, a peer evaluation process will be instituted to enable group members to each assess a fair allocation of marks for the work completed. This assessment may result in group members receiving different grades for the same assignment. The instructor will have final say on the grade allocated in all cases.   Such instances in this course are extremely rare and the expectation is that all group members will direct their efforts toward proactively resolving internal issues related to working in teams, using their group contract as a basis for establishing expectations and resolving conflicts.

Technology Requirements and Technical Support

CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary system requirements. (https://opened.uoguelph.ca/student-resources/system-and-software-requirements/) Use the browser check (https://courselink.uoguelph.ca/d2l/systemCheck/) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window)

Peer Evaluation, Assessment and Review (PEAR)

This course will use the Peer Evaluation, Assessment and Review (PEAR) tool. The PEAR tool is subject to the University of Guelph's Access and Privacy Guidelines outlined on the University website. An accessibility statement does not exist for this course technology.

Microsoft Teams System Requirements

This course may use **Microsoft Teams** as a video communication tool. A Webcam, a microphone to record video, and headphones/speakers to play back the recording are also needed. In order to use Microsoft Teams, you must meet the following technical requirements:

1. An internet connection – broadband wired or wireless (3G or 4G/LTE);
2. Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth;
3. A webcam or HD webcam - built-in or USB plug-in;

Supported mobile platforms: Android 4.4 or later and iOS 10.0 or later.

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, 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 instructors for this are given in your course);
- Access, navigate, and search the internet using a web browser (e.g., Chrome, Firefox, Microsoft Edge, Safari, etc.);
- 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
Day Hall, Room 211
Email: courselink@uoguelph.ca (https://calendar.uoguelph.ca/syllabi/2024-winter/envs-3000-de01-envs_3000_de01/email to: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-8:30pm

Phone/Email Hours (Eastern Time):
Monday thru Friday: 8:30am-8:30pm
Saturday: 10:00am - 4:00pm
Sunday: 12:00pm - 6:00pm

Standard Statements for Online Courses

Acceptable Use

The University of Guelph has an Acceptable Use Policy (https://ithelp.uoguelph.ca/policy/acceptable-use-policy/), which you are expected to adhere to.

Communicating with Your Instructor

CourseLink will be used in this course to facilitate course communication outside of class, includingannouncements, course material, e-readings, assignments, written submissions, and any updates. Outside of class, the Teaching Team will use 'Gryph Mail' to communicate directly with individual students and the Discussion Board and Announcements to communicate directly with the entire class. Please monitor CourseLink frequently.
If you have any questions, concerns, or difficulties with this course at any time, please do not hesitate to talk with the instructor during office hours, either just before or after class, or via e-mail. E-mail communication to the Teaching Team should always be professional in tone (i.e. Dear Professor Hooykaas…). E-mail will normally be answered within 48 hours, during working hours, Monday to Friday. Avoid using e-mail as a substitute for consulting with the instructor on issues requiring detailed responses. As per university regulations, all students are required to check their <@mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the university and its students.

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.

Submission of Assignments to Dropbox

All assignments for this course should be submitted electronically via the online Dropbox tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has been successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files were 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 recommends you save your assignments to a cloud-based file storage (e.g., Google Docs) or send them to your email account, so that should something happen to your computer, the assignment could still be submitted on time or resubmitted.

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.opened.uoguelph.ca/contact/).

Late Policy/Extension Considerations

If you choose to submit your individual assignments to the Dropbox tool late, the full allocated mark will be reduced by 10% 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.

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 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.

University of Guelph degree students can access their final grade by logging into WebAdvisor (https://webadvisor.uoguelph.ca) (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).

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/).

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:// www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml/)

Open Text Field #3

open textbox to put any information

Standard Statements for Open Learning Program Students

Open Learning program (OLp) students are required to follow the same Senate-approved academic regulations as University of Guelph undergraduate students and should consult the Open Learning Program Calendar or the Open Learning Program Counsellor for information and guidance on academic and administrative policies, procedures, and services, including academic accommodations and accessibility.

Standard Statements for Undergraduate Courses

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 (https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/) is outlined in the Undergraduate Calendar.

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 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://www.uoguelph.ca/sas/)

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

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 undergraduate students 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 the Undergraduate Calendar - Dropping Courses (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 wellbeing services at the Vaccarino Centre for Student Wellness (https://wellness.uoguelph.ca/). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (https://wellness.uoguelph.ca/navigators/) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources (https://wellness.uoguelph.ca/shine-this-year/). The Student Wellness team are here to help and welcome the opportunity to connect with you.

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 (http://www.uoguelph.ca/registrar/calendars/?index) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

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/)

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