



HIST*3370 Canada and the First World War

Fall 2024

Section: DE01

Department of History

Credit Weight: 0.50

Course Details

Calendar Description

This course examines Canada's role in the First World War. The question of how much the war was a transformative experience for Canadians will be central to students' learning, as they grapple with issues pertaining to race, ethnicity, class, gender, militarism, pacifism, religion, age, and memory.

Pre-Requisite(s): 7.50 credits

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Distance Education (asynchronous online)

Final Exam

There is no final exam in this course.

Instructional Support

Instructor

[Redacted]
Email: [Redacted]

[Redacted]

[Redacted]

Teaching Assistants

Name: TBD
Email:

Name: TBD
Email:

Name: TBD
Email:

Learning Resources

Required Textbook

There is no required textbook for this course.

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 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

This course is structured thematically so that each unit examines an important aspect of Canada's wartime experience. The course endeavours to showcase some of the more understudied effects and consequences, so that you gain a more thorough understanding of the war's significance. Within each unit, you will learn from a range of interactive sources, including film and audio, and examine primary sources, such as photographs, diaries, letters, and government memoranda.

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

1. Identify and describe the major social, political, and economic events that affected Canada, as they unfolded over the period between 1914 and 1918;
 2. Take a position and argue about a controversial topic by analyzing different explanations and claims resulting from alternative perspectives during a discussion with your peers;
 3. Use material culture analyses to critically assess primary sources, such as photographs, artifacts, magazines, and diary entries, and explain their usefulness to studies of Canada's wartime experience; and
 4. Critically evaluate historical arguments and assess contemporary historians' interpretations of historical events.
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Teaching and Learning Activities

Method of Learning

This course endeavours to introduce students to the events of the First World War and the many roles that Canadians played in this monumental conflict. In the years leading up to the First World War, though an independent dominion, Canada was still viewed as

a colony of the British Empire. When war broke out in August 1914, Canada followed Great Britain's lead by joining the fight, despite its army and economy being entirely unprepared. During the period between 1914 and 1918 and for many years after, the war significantly impacted Canada and its people. This course will explore some of the more notable ways the First World War affected Canadians, highlighting themes and topics often ignored in traditional histories and textbooks. The course begins with a discussion of why the First World War began, followed by examinations of specific themes such as recruitment, the duties of servicemen and women, fighting the war from the home front, the impact of media and propaganda, the war's legacy in print and images, and finally how the war has been remembered and commemorated. Special attention is paid to paradigms such as race, class, age, and gender, so that we can better explore the histories of groups and places often ignored in First World War studies, including women, children, marginalized groups, the working class, and rural areas.

Course Structure

This course consists of 12 weekly units:

- Unit 01: Introduction: The 'Great' War in History and Today
- Unit 02: Off to War: August 1914
- Unit 03: Recruitment
- Unit 04: The Soldier's Life
- Unit 05: Gendering the War
- Unit 06: Fighting from the Home Front
- Unit 07: Race, Ethnicity, and Dissent
- Unit 08: The Politics of Wartime
- Unit 09: Propaganda, Literature, and the Canadian Media
- Unit 10: Health, Medicine, and Technology
- Unit 11: Peace!
- Unit 12: Conclusion: A Century of Consequences and Commemoration

Units 01-03 provide you with the background necessary to understand how and why Canada went to war. With this foundation, you will progress to Units 04-07, which examine specific groups of Canadians and their responses to war. The remaining units, 08-11, explore some of the more controversial issues and offer students the opportunity to think critically about the war's broader impact on Canadian society. Finally, in Unit 12's conclusion, we examine the war's legacy and how it is remembered today.

What to Expect for Each Unit

Within each weekly unit, you will learn from a variety of primary and secondary source materials, engage with unique forms of media, participate in individual and group activities, and read two peer-reviewed articles that build on content introduced in the

unit. It is imperative that you read the online material for each unit **before** you complete the assigned readings. This material is meant to provide you with a strong background to the subject matter and complement the readings' themes. The assigned readings generally contain information and perspectives that are not fully explored in the online material. Likewise, there will be some vital information in the online material that will not be covered in the readings.

You should begin every unit by reading the introduction and outcomes. The outcomes will help guide your efforts as you work your way through the unit. Next, read through the online materials (this will include the background information and various activities, both graded and non-graded). Once you have read through the online material, you can examine the assigned readings. These readings are peer-reviewed journal articles (secondary sources). They were written by historians well-versed in the subject matter, and explain specific events, individuals, or processes related to the First World War. These readings are not difficult, or overly dense, but they are written in formal academic language, and may require more than one reading to grasp the full meaning of the author's argument. For each article, you will be provided with a set of questions to answer that will help guide your reading. You are strongly encouraged to make notes while you are reading and record your answers to the discussion questions. While you are expected to complete all readings throughout the course, three times throughout the semester you will be graded on discussion posts that discuss the readings. For each of the three weeks, in a designated discussion forum, students should aim to make three posts – one original post responding to the provided questions, and two posts responding to fellow students' comments/questions – within the two-week period when each unit's discussion is open. The purpose of this exercise is to allow students to learn from and interact with each other.

There will be reoccurring sections in each unit, such as the "Learning from Primary Sources" activity. Primary sources are documents created during the historical period under examination. For our purposes, you will largely analyze sources from the period between 1914 and 1920. Historians rely on primary sources because they are first-hand accounts of events. Primary sources differ from secondary sources, which offer current and diverse interpretations of historical events. By learning from primary sources, you will be exposed to the same words, images, and ideas that Canadians were exposed to over 100 years ago. Unless directed to do so, you are not expected to submit your responses to the activities in the "Learning from Primary Sources" section, but you may want to discuss them with your peers in the discussion forums.

Other activities recur in several units and vary in form and content, but all are designed to help you engage with the content covered in the unit. While most of the activities will not be graded, it is important that you complete them as they will verify knowledge, reflect on your learning experience, and build skills that will help you meet the course learning outcomes. Details for these activities will be provided within each of the units on the course website.

To succeed in the course, it is important that you review all the online content, engage with the activities, and complete assessments and assigned readings. By doing so, you will better meet the course and individual unit outcomes and understand how the content relates back to the course's overall objectives.

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: Introduction: The 'Great' War in History and Today

Week 1 – Thursday, September 5 to Sunday, September 15

Readings

- Website: Unit 01
- Ares
 - No readings

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.
- Complete the **Practice Test** using Respondus through the **Quizzes** tool.
- Take the Course Scavenger Hunt (Select **Quizzes** from the **Tool** dropdown menu in the navbar)
- Introduce yourself in the “Introductions” discussion (Select **Discussions** from the **Tools**)

Unit 02: Off to War: August 1914

Week 2 – Monday, September 16 to Sunday, September 22

Readings

- Website: Unit 02
- Ares
 - Paul Maroney, “‘Lest We Forget’: War and Meaning in English Canada, 1885- 1914,” *Journal of Canadian Studies* 32 (Winter 1997/1998): 108-124.
 - Robert Rutherford, “Canada’s August Festival: Communitas, Liminality, and Social Memory,” *The Canadian Historical Review* 77 (2) (June 1996): 221-249.

Activities

- Complete Activities 2.1 through 2.3
- Complete “Learning from Primary Sources” activity

Assessments

- Take Unit 02 Knowledge Quiz
 - Opens: Monday, September 16 at 12:01 a.m. ET
 - Closes: Sunday, September 22 at 11:59 p.m. ET
- Complete assigned readings and participate in the “Unit 02 Readings” discussion (Select **Discussions** from the **Tools**)

Unit 03: Recruitment

Week 3 – Monday, September 23 to Sunday, September 29

Readings

- Website: Unit 03
- Ares
 - Matt Baker, “The List of the Nation’s Heroes’: Voluntary Enlistment in Chatham, Ontario, 1914-1916,” *Canadian Military History* 24 (1) (2015): 141-180.
 - Curt Mainville, “The Middlemore Boys: Immigration, Settlement, and Great War Volunteerism in New Brunswick,” *Acadiensis* 42 (2) (Summer/Autumn 2013): 51-74.

Activities

- Complete Activities 3.1 through 3.3
- Complete “Learning from Primary Sources” activity

Assessments

- Complete assigned readings and participate in the “Unit 03 Readings” discussion (Select **Discussions** from the **Tools**)

Unit 04: The Soldier’s Life

Week 4 – Monday, September 30 to Sunday, October 6

Readings

- Website: Unit 04
- Ares
 - Mark Sheftall, “Mythologising the Dominion Fighting Man: Australian and Canadian Narratives of the First World War Soldier, 1914-39,” *Australian Historical Studies* 46 (1): 81-99.
 - Andrew Horrall, “‘Keep-A-Fighting! Play the Game!’ Baseball and the Canadian Forces during the First World War,” *Canadian Military History* 10 (2) (2001): 27-40.

Activities

- Complete Activities 4.1 through 4.3
- Complete “Learning from Primary Sources” activity

Assessments

- Complete Major Battles Research Paper
 - Due: Sunday, October 6 by 11:59 p.m. ET
- Take Unit 04 Knowledge Quiz
 - Opens: Monday, September 30 at 12:01 a.m. ET
 - Closes: Sunday, October 6 at 11:59 p.m. ET
- Complete assigned readings and participate in the “Unit 04 Readings” discussion (Select **Discussions** from the **Tools**)

Unit 05: Gendering the War

Week 5 – Monday, October 7 to Friday, October 11

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

Readings

- Website: Unit 05
- Ares
 - Sarah Glassford, “‘The Greatest Mother in the World’: Carework and the Discourse of Mothering in the Canadian Red Cross Society during the First World War,” *Journal of the Association for Research on Mothering* 10 (1) (2008): 219-232.
 - Cynthia Toman, “‘Help Us, Serve England’: First World War Military Nursing and National Identities,” *Canadian Bulletin of Medical History* 30 (1) (2013): 143-166.

Activities

- Complete Activity 5.1
- Complete “Learning from Primary Sources” activity

Assessments

- Complete assigned readings and participate in the “Unit 05 Readings” discussion (Select **Discussions** from the **Tools**)

Unit 06: Fighting from the Home Front

Week 6 – Wednesday, October 16 to Sunday, October 20

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

Readings

- Website: Unit 06
- Ares

- Steve Marti, “For Kin and County: Scale, Identity, and English-Canadian Voluntary Societies, 1914-1918,” *Histoire sociale/Social History* 47 (94): 333- 351.
- Brandon Dimmel, “Bats Along the Border: Sport, Festivals, and Culture in an International Community during the First World War,” *American Review of Canadian Studies* 40 (3): 326-337.

Activities

- Complete Activities 6.1 through 6.3
- Complete “Learning from Primary Sources” activity

Assessments

- Take Unit 06 Knowledge Quiz
 - Opens: Wednesday, October 16 at 12:01 a.m. ET
 - Closes: Sunday, October 20 at 11:59 p.m. ET
- Complete assigned readings and participate in “Unit 06 Readings” discussion (Select **Discussions** from the **Tools**)

Unit 07: Race, Ethnicity, and Dissent

Week 7 – Monday, October 21 to Sunday, October 27

Readings

- Website: Unit 07
- Ares
 - Katharine McGowan, “‘In the Interest of the Indians’: The Department of Indian Affairs, Charles Cooke and the Recruitment of Native Men in Southern Ontario for the Canadian Expeditionary Force, 1916,” *Ontario History* 102 (1) (Spring 2010): 109-124.
 - Allan Rowe, “‘The Mysterious Oriental Mind’: Ethnic Surveillance and the Chinese in Canada During the Great War,” *Canadian Ethnic Studies* 36 (1) (2004): 48-70.

Activities

- Complete Activities 7.1 and 7.2
- Complete “Learning from Primary Sources” activity

Assessments

- Complete assigned readings and participate in the “Unit 07 Readings” discussion (Select **Discussions** from the **Tools**)

Unit 08: The Politics of Wartime

Week 8 – Monday, October 28 to Sunday, November 3

Readings

- Website: Unit 08
- Ares

- Tarah Brookfield, “Divided by the Ballot Box: The Montreal Council of Women and the 1917 Election,” *Canadian Historical Review* 89 (4) (December 2008): 473-501.
- Tim Cook, “‘Our first duty is to win, at any cost’: Sir Robert Borden during the Great War,” *Journal of Military and Strategic Studies* 13 (3) (Spring 2011): 1-24.

Activities

- Complete Activity 8.1
- Complete “Learning from Primary Sources” activity

Assessments

- Take Unit 08 Knowledge Quiz
 - Opens: Monday, October 28 at 12:01 a.m. ET
 - Closes: Sunday, November 3 at 11:59 p.m. ET
- Participate in Part I of Group Discussion: The Conscription Crisis Post by Sunday, November 3 at 11:59 p.m. ET
- Complete assigned readings and participate in “Unit 08 Readings” discussion (Select **Discussions** from the **Tools**)

Unit 09: Propaganda, Literature, and the Canadian Media

Week 9 – Monday, November 4 to Sunday, November 10

Readings

- Website: Unit 09
- Ares
 - Tim Cook, “Anti-Heroes of the Canadian Expeditionary Force,” *Journal of the Canadian Historical Association* 19 (1) (2008): 171-193.
 - Peter Webb, “‘A righteous cause’: War Propaganda and Canadian Fiction, 1915-1921,” *British Journal of Canadian Studies* 24 (1) (2011): 31-48.

Activities

- Complete Activities 9.1 through 9.3
- Complete “Learning from Primary Sources” activity

Assessments

- Participate in Part II of Group Discussion: The Conscription Crisis Post by Sunday, November 10 at 11:59 p.m. ET
- Complete assigned readings and participate in the “Unit 09 Readings” discussion (Select **Discussions** from the **Tools**)

Unit 10: Health, Medicine, and Technology

Week 10 – Monday, November 11 to Sunday, November 17

Readings

- Website: Unit 10
- Ares
 - Mark Humphries, “War’s Long Shadow: Masculinity, Medicine, and the Gendered Politics of Trauma, 1914-1939,” *Canadian Historical Review* 91 (3) (September 2010): 503-531.
 - Fred Mason, “Sculpting Soldiers and Reclaiming the Maimed: R. Tait McKenzie’s Work in the First World War Period,” *Canadian Bulletin of Medical History* 27 (2) (2010): 363-383.

Activities

- Complete Activity 10.1 through 10.3
- Complete “Learning from Primary Sources” activity

Assessments

- Take Unit 10 Knowledge Quiz
 - Opens: Monday, November 11 at 12:01 a.m. ET
 - Closes: Sunday, November 17 at 11:59 p.m. ET
- Complete assigned readings and participate in the “Unit 10 Readings” discussion (Select **Discussions** from the **Tools**)

Unit 11: Peace!

Week 11 – Monday, November 18 to Sunday, November 24

Readings

- Website: Unit 11
- Ares
 - A.J. Withers, “(Re)constructing and (Re)habilitating the Disabled Body: World War One Era Disability Policy and Its Enduring Ramifications,” *Canadian Review of Social Policy* (April 2016): unpaginated.
 - Tim Cook, “From Destruction to Construction: The Khaki University of Canada, 1917-1919,” *Journal of Canadian Studies* 37 (1) (Spring 2002): 109-143.

Activities

- Complete Activities 11.1 and 11.2
- Complete “Learning from Primary Sources” activity

Assessments

- Complete assigned readings and participate in the “Unit 11 Readings” discussion (Select **Discussions** from the **Tools**)
- Submit Primary Source Research Assignment: The Influenza Pandemic, 1918-20, at the University of Guelph
 - Due: Sunday, November 24 at 11:59 p.m. ET

Unit 12: Conclusion: A Century of Consequences and Commemoration

Week 12 – Monday, November 25 to Friday, November 29

Readings

- Website: Unit 12
- Ares
 - Eric McGeer, “‘Time but the impression deeper makes’: Approaches to Canadian Epitaphs of the Great War,” *Canadian Military History* 22 (2) (2015): 19-30.
 - Eric Brown & Tim Cook, “The 1936 Vimy Pilgrimage,” *Canadian Military History* 20 (2) (2011): 37-54.

Activities

- Complete Activities 12.1 through 12.4
- Complete “Learning from Primary Sources” activity

Assessments

- Take Unit 12 Knowledge Quiz
 - Opens: Monday, November 25 at 12:01 a.m. ET
 - Closes: Friday, November 29 at 11:59 p.m. ET
- Complete assigned readings and participate in the “Unit 12 Readings” discussion (Select **Discussions** from the **Tools**)

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
Unit 02 Knowledge Quiz	5%	1, 4
Unit 04 Knowledge Quiz	5%	1, 4
Unit 06 Knowledge Quiz	5%	1, 4
Unit 08 Knowledge Quiz	5%	1, 4
Unit 10 Knowledge Quiz	5%	1, 4
Unit 12 Knowledge Quiz	5%	1, 4
Major Battles Research Paper	20%	1, 3, 4

Group Discussion: The Conscription Crisis	15%	1, 2, 4
Primary Source Research Assignment: Influenza, 1918-20, at the University of Guelph	20%	1, 3, 4
Weekly Assigned Readings Discussions (3 x 5% each)	15%	1, 2, 3, 4
Total	100%	

Assessment Descriptions

Unit 02 Knowledge Quiz

This short multiple-choice quiz will assess and measure the knowledge you gained from the content in Unit 02. This quiz is important because it will ensure that you understand how and why the First World War began, which is key to understanding the remainder of the course.

Unit 04 Knowledge Quiz

This short multiple-choice quiz will assess and measure the knowledge you gained from the content in Unit 04. This quiz is important because it will help you better understand that men's and women's lives at the front were complex and multi-faceted. From their dress to their mannerisms, specific notions about honour, respect, and masculinity were expected to be upheld and demonstrated.

Unit 06 Knowledge Quiz

This short multiple-choice quiz will assess and measure the knowledge you gained from the content in Unit 06. This quiz is important because it will help you better understand the impact of the war at home, which fulfills the objective of looking at the war from multiple angles.

Unit 08 Knowledge Quiz

This short multiple-choice quiz will assess and measure the knowledge you gained from the content in Unit 08. This quiz is important because it will help you better understand how the war directly impacted important socio-political changes happening at home in Canada, the legacies of some of which are still present today.

Unit 10 Knowledge Quiz

This short multiple-choice quiz will assess and measure the knowledge you gained from the content in Unit 10. This quiz is important because it will help you distinguish between the different types of new weaponry and technology used, which was one of the hallmarks of the war.

Unit 12 Knowledge Quiz

This short multiple-choice quiz will assess and measure the knowledge you gained from the content in Unit 12. This quiz is important because it will help you recall the

importance of the immediate postwar period and the various ways that the war has been remembered and commemorated, both at home in Canada and abroad.

Note: This course requires the use of Respondus LockDown Browser to proctor your online quizzes (Units 02, 04, 06, 08, 10, and 12) within CourseLink. Use of LockDown Browser has been implemented to maintain the academic integrity of the quizzes. You must [download and install LockDown Browser](#) to complete the practice test and quizzes.

It is highly recommended that you enter the online quiz environment in Respondus at least 20-30 minutes before the end of the available window to allow enough time for you to complete the Respondus Startup Sequence and ensure that you have the full time for the quiz.

Please be sure to review the instructions for using Respondus LockDown Browser. Select **Content** on the navbar to locate **Assessments** in the Table of Contents panel. Within the information for the Unit Knowledge Quizzes, instructions for Respondus LockDown Browser have been provided.

Important Note: There is a practice test that you are strongly encouraged to take before the online quizzes. The purpose of the practice test is to ensure that Respondus LockDown Browser is set up properly and that you are comfortable using the software.

If you have any questions regarding the use of Respondus Lockdown Browser or if you encounter any technical issues during the practice test or final exam, please contact CourseLink Support at courselink@uoquelp.ca or 519-824-4120 ext. 56939.

<http://www.respondus.com/lockdown/download.php?id=273932365>

Major Battles Research Paper

The First World War cannot be studied without discussing the battles and combat. Similar to an educational exercise used by the Canadian War Museum, the aim of this assignment is for you to learn about the major conflicts that Canadians took part in, to better understand how the nature of warfare was changing. In doing so, you will also learn to hone your research skills and write in a thorough yet concise manner and incorporate both primary and secondary sources into your discussion. For this assignment, you will complete a list of tasks outlined in the assignment instructions.

Group Discussion: The Conscription Crisis

Conscription was an extremely divisive issue in Canada during the First World War. As enlistment declined, the government began to seriously consider non-voluntary enlistment, also known as Conscription. The issue created deep wedges in Canadian society, pitting families, friends, and community members against one another. In this assignment, you will debate whether Conscription should or should not have been instituted as a wartime measure. You will be placed in small groups, asked to take a position on the issue and directed towards resources to help you research and support your position. Students will present their arguments to their group members and then be given an opportunity to respond to their peers' arguments, research, and justifications. This discussion will occur in two parts – the first will allow students to present their arguments and research and the second part will provide an opportunity for students to engage in a conversation about their respective positions on the issue.

Primary Source Research Assignment: The Influenza Pandemic, 1918-20, at the University of Guelph

The purpose of this assignment is to examine the local impact of the 1918-20 Influenza pandemic, specifically on the University of Guelph campus. Using a selection of digitized issues of the *O.A.C. Review*, a campus publication produced by the Ontario Agricultural College, you will construct a narrative that outlines how the pandemic unfolded on campus and the various responses to it. Then, you will have an opportunity to reflect on your own experiences during the COVID-19 pandemic and how they compare to what students, staff, and faculty at the University of Guelph faced in 1918-20.

Weekly Assigned Readings Discussions

Discussion forums have been set up on the course page where students can discuss the weekly readings and corresponding content learned within each unit. Students are expected to engage in these discussions three times throughout the semester. You may participate each week if you like, but only the first three will be graded. Discussions will focus on the readings' merits and pitfalls, major arguments, contributions to the field of study, and how they connect to the information and activities discussed in the corresponding unit. Along with posting your own thoughts on the readings, each week you are expected to engage with posts from at least two of your classmates.

Course 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://opened.uoguelph.ca/student-resources/system-and-software-requirements>

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

Respondus LockDown Browser Requirements

Respondus LockDown Browser is a locked browser for taking quizzes in CourseLink. It prevents you from printing and copying; using other operating software; using search engines (e.g., going to another URL); communicating via instant messaging; and it blocks non-web-related software (e.g., Adobe PDF, Microsoft Word).

In order to use Respondus LockDown Browser and Monitor, your computer system must meet the following [system and software requirements](#).

If you have any questions about the system and software requirements, contact [CourseLink Support](#).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

<https://support.opened.uoguelph.ca/contact>

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](#) to ensure that your computer meets the technical requirements.

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

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., Google Chrome, Firefox, Internet Explorer); 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

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](https://www.uoguelph.ca/ccs/infosec/aup), 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:** The best way to communicate and get in touch with the instructor is via e-mail. If you have specific content related or general course related questions, please feel free to e-mail the instructor directly.
- **Discussion:** Use this discussion forum to ask questions of your peers about content, etc. The general course-related discussion forum will be helpful to students to seek guidance from their peers. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Other matters:** 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.

Submission of Assignments to Dropbox

All written 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 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 your assignments in the event that they are lost in transition. To avoid any last-minute computer problems, your instructor strongly recommends saving your assignments to a cloud-based file storage (e.g., Google Docs, iCloud, etc), 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 a viable excuse for submitting late assignments**. 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>

Academic Integrity and Artificial Intelligence Programs

In this course, the use of Artificial Intelligence (AI) programs, such as ChatGPT and others, to conduct research, analyze information, and generate text is strictly prohibited. This includes using AI programs for discussion posts, quizzes, and written course assignments. All work you submit in the course must be yours and yours alone. The unauthorized use of AI programs is a violation of the University of Guelph's academic misconduct policies. Throughout the course, keep detailed research and reading notes and drafts of any coursework that you produce to show that you are conducting your own research and writing. In course assignments, citations must be present and include full information for sources used, including page numbers consulted (if available). If the use of an AI program is suspected, students may be asked to meet with the instructor via Zoom to verify and justify the work they submitted.

Intellectual Property

The educational materials developed for this course, including, but not limited to, online lecture notes, discussion posts, examinations, assignments, and any materials posted to CourseLink, are the intellectual property of the course Instructor and OpenEd. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of course content to third-party websites (e.g., CourseHero, etc.) violates an instructor's intellectual property rights, and the Canadian Copyright Act. Failure to follow these instructions may be in contravention of the university's academic misconduct policies and will result in appropriate penalties. Participation in this course constitutes an agreement by all parties to abide by the relevant University of Guelph policies and to respect the intellectual property of others during and after their association with the University of Guelph.

See also Copyright Notice section under University Standards Statements in this **Outline**.

Late Policy

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

Extensions will only be considered for serious medical concerns or similar circumstances that prevent you from completing your work. 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.

Extra Credit

This course does not allow the submission of extra credit assignments. Only the assignments listed here in the **Assessments** section and described on the course website will be accepted.

Re-Grading Policy

If you feel that a grade has been unjustly assigned, you must contact the assignment's grader (either the instructor or a teaching assistant) via email, indicating why you have an issue with the grade. **This must happen within one week of the grade and feedback being published on the course website.** An online meeting between you and the grader will be convened to discuss the grade and the course of action. Please note that any requests to re-evaluate grades may result in a grade rising, falling, or remaining the same.

Beyond this course practice, the University of Guelph has a final grade reassessment policy. See Section VIII of the Undergraduate Calendar for more details.

[Grade Reassessment: University of Guelph](#)

<https://calendar.uoguelph.ca/associate-diploma/associate-diploma-regulations-procedures/grade-reassessment/>

Obtaining Grades and Feedback

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

Your instructor will aim to have grades posted online within two 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 [OpenEd Student Portal](#) 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.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>

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.

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](#) 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](#) 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

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.

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](#) 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](#) 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

Students will have until the last day of classes to drop courses without academic penalty. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

<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/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

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 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](mailto:accessibility@uoguelph.ca) 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 Open Learning program Counsellor](#). 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 Open Learning program Counsellor](#) 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](#) is detailed in the Undergraduate Calendar.

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

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 [Copyright for Students](#).

<https://www.lib.uoguelph.ca/scholarship-publishing/copyright-university-guelph/using-copyright-protected-works/copyright-for-students/>

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.

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).