SUSTAIN 2 SD 3 – EXPLORING THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDG)

Winter 2023

Class: January 09 - April 12, 2023. Thursday, 7:00 to 10:00 pm
Tutorial: Monday, 1:30 – 2:20 pm

Location: Microsoft Teams

Instructor: John, Boakye-Danquah,
Office: Microsoft Teams
Office Hours: By appointment. Please schedule via e-mail: boakyedj@mcmaster.ca

Teaching Assistant: Natalia Laxamana
Office: Microsoft Teams
Office Hours: By appointment. Please schedule via e-mail: laxamann@mcmaster.ca

COURSE OVERVIEW

Calendar Description

Students will learn the breadth of sustainability by engaging with each of the 17 United Nations Sustainable Development Goals. Through interdisciplinary teamwork, students will tackle complex sustainability issues through simulations and games, discussions, and the importance of partnerships to achieve the SDGs.

Course Overview and description

In September 2015, all 193 members of the United Nations adopted the Sustainable Development Goals, 'SDGs' or 'Global Goals' as they are commonly known, that we need to achieve by 2030. This "Agenda for 2030" comprises 17 Goals to drive development over the next 15 years by collectively addressing a wide range of sustainability issues such as extreme poverty, climate change, and inequalities at the local, national, and international levels. This was a momentous agreement, paving the way to reimagine new norms for development and act for a better and more sustainable future for all. In addition, each of the 17 Goals offers clear and measurable targets for countries and citizens to respond to the call to action to meet the Goals by the year 2030.

This course aims to expose students to the evolution and necessity of the Global Goals, encourage dialogue and action on the Goals, and create opportunities for students to connect to each of the Goals. Because of the vast diversity and complexity of the Global Goals, individuals who are skilled in critical and creative thinking, embrace multiple ways of knowing and have multicultural and inter-sectoral collaboration will be needed to address these challenges. It is these capacities that students and the instructor will develop in this course. The class is modelled after an inquiry approach. Hence, as learners, you will be stimulated with questions and information about several sustainability issues, and you will be expected to construct new knowledge and understanding. As an instructor, I will approach you as a facilitator to guide you as you explore each of the Global.
Goals. As a facilitator, I do not have all the answers; I aim to guide and give you the resources and opportunities to unleash your creative thinking. I am looking forward to learning from your insights, experiences, and creative thinking. I encourage you to be active participants; be willing to share, learn from and work with others.

Participation, collaboration, and leadership skills are essential components of this course. Learning strategies to strengthen your skills include class exercises, role-playing through simulation and debates, critical reflections, discussions, and quizzes. To be successful, you will need to listen, form collaborations, work effectively within and across diverse groups, and resolve conflicts.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

- Map the history and the framework of the Sustainable Development Goals through research, class discussions, and quizzes
- Understand and evaluate each of the 17 SDGs and their related problems through class discussions, reflective exercises, and written reports
- Demonstrate an understanding of the connections between the 17 Goals and the challenges to achieving them through social simulation activities, discussions, and reflections
- Collaborate with others to gain a deeper understanding of and propose solutions to the SDGs through group projects and simulated exercises
- Identify and clarify one’s standpoint on environment and sustainability in relation to other perspectives and values through discussions and reflective assignments

COURSE STRUCTURE

SUSTAIN 2SD3 is focused on exposing students to the daunting social and ecological challenges facing humanity and presenting opportunities for dialogue and action to address these challenges. To enable students to achieve the course learning outcomes, students will be supported with reading and learning resources, role-playing exercises, facilitated class and group discussions, short quizzes and debates, and opportunities to interact with sustainability champions or practitioners.

A unique aspect of this course is that students will participate in various social simulation exercises, seminars, and games to help them develop practical understanding of the Global Goals and experience how to support and take action to help achieve the Goals.

Highlight of important milestones and dates

1. Reflections: Sustainability Standpoint (Individual): Due date – January 23
2. Complete Ecotypes Survey: Due date – January 20
3. Mid-term Quiz Individual: Due date – February 06 (Tutorial time)
4. Project Update Presentations
   a. Project Update Presentation 1: February 02, 2023
   b. Project Update Presentation 2: March 02, 2023
   c. Project Update Presentation 3: March 23, 2023
5. Reflections: Worlds Future Simulation (Individual) Due date – February 07, 2023
6. Climate Action Assignment (Group) Due date – March 31, 2023
7. Reflections: Second Climate Simulation (Individual): Due date – April 07, 2022
This course uses Avenue to Learn to post assignments, rubrics, readings, and other notices. Therefore, it is important to visit Avenue to Learn regularly to be kept informed of any new information. Most course assignments will be submitted via Avenue to Learn (http://avenue.mcmaster.ca/).

Classes will take place using Microsoft Teams.

Additional non-course-specific information, including events and opportunities, will be shared using MacSustain social media platforms, specifically Facebook and Instagram.

Consistent with the Sustainable Future Program goals, all readings and learning resources are available via open access and can be found on Avenue to Learn.

**Required Reading:** (see weekly activities)

**The 17 Rooms Meeting**

At the beginning of the course, each student will be expected to select one of the SDGs. Two or three pairs of students who choose the same SDG will constitute a group. As a group, students will become 'experts' on their specific SDG. Thus, student experts will guide the rest of the class to learn about the specific Goal. Students’ knowledge of their SDG will form the basis for the group's final report and presentation.

**Simulation Activities**

**Simulation Prep**

Students will participate in three (3) social simulations. Prior to each simulation, students will be put in groups randomly assigned by the instructor. In addition to other assigned roles for each simulation, each group would be expected to nominate a note-taker, a timekeeper, facilitator, and presenter to enhance practical group activities and enable effective reporting to the whole class. Also, for each simulation, a limited set of instructions will be provided to students before the simulation. This is because most of the learning will take place through discovery and learning by doing.

**Simulation 1**

- World’s Future: This simulation is focused on three countries at different stages of development that are working to achieve the SDGs. Students will act as players who adopt high-level leadership roles within the countries to address the SDGs in the simulation. The simulation is played online, and students work in groups of between 10 and 15 players who make crucial decisions for their virtual country. More information will be provided.

**Simulation 2**

- Group Climate Action: This is a simulated emergency climate summit organized by the United Nations
that convenes global stakeholders to establish a concrete plan to limit warming and address climate change. The simulation is played online and in groups of 10-15 players. More information will be provided.

SIMULATION DEBRIEF AND REFLECTION

- After each simulation, your instructor will evaluate how each group managed to achieve the goals set for their group. Outside of class hours, each student will reflect on their experience working together in a group and across groups.

EVALUATION

Mid-term quiz (Individual): 1 @ 10%

The mid-term quiz in the course will test students' comprehension and reinforce their recall of key concepts on sustainability and sustainability development. The quiz will be held on February 06 (Tutorial time) and covers the reading list from Weeks 1 and 2.

Reflections (Individual): 30%

Reflections are a critical component of this course. Reflections will focus on your experiences and what you feel are the most critical parts related to your learning. There will be three (3) reflections.

1. **Sustainability Standpoint (Individual): 1 @ 5%**

   Write a 500-word reflection that answers these questions:
   
   a. Describe your personal reason for enrolling in this course on sustainability.
   
   b. Tell me a place or a thing you want to sustain and why.
   
   c. Explain how you understand sustainability and how this has evolved through your studies. Include key life experiences or influences, including important mentors and events, if relevant.
   
   d. Identify any gaps in your knowledge or perspective on sustainability that you would like to address in this course.

2. **Individual Reflections on Simulations (Group): 2 @ 10% each**

   There are two simulations to be played in this course. After the first and second simulation, students are to reflect on their experiences in the simulation. Reflections should not exceed 1000 words. Leveraging the Reflective Learning Framework (RLF) for support, students shall respond to each of the following within their reflections:
   
   a. What was the biggest challenge your group experienced, what caused it, what was the effect, and how did you respond to it? (RLF categories: Temporal Progression, Important Aspects of the Experience, Cause & Effect relationships) (/2 marks)
   
   b. What could you have done to avoid the challenge or respond differently? What outcome might you expect with this alternative response? (RLF category: Other Possible Responses) (/2 marks)
   
   c. What was your group’s most significant success, what did you learn from it, and how will you use your learning in the future? (RLF categories: Cause and Effect Relationship, Planning & Future Practices) (/2 marks)
   
   d. What did this simulation teach you about the SDGs Solutions, and how? (RLF categories: Cause & Effect Relationships) (/4 marks)
e. How has your understanding of sustainability changed because of this experience, and what are you curious to know more about? (Personal Thoughts & Feelings, Planning & Future Practices) (/5 marks).

3. Group Assignment on Climate Simulation 1@5%

For the second simulation, in addition to the Individual reflection, you will also need to complete a group assignment. The assignment question and instructions will be provided later.

Evaluation will be based on the Reflective Learning Framework. A Guide, Online Workshop, and Rubric Handout can be found online here: https://asp.mcmaster.ca/experiential-learning-project-opportunities-2/experiential-learning-project-resources/. Note: While you will not be assessed on spelling and grammar errors, up to a maximum of 5% of marks will be deducted for consistent spelling mistakes and grammatical errors.

Participate in Ecotypes COIL (5%)

As part of this course, students will participate in a Collaborative Online International Learning platform (Ecotypes COIL) to deepen their understanding of environmental issues and the varied ways we approach sustainability and environment. This involves completing a survey and two modules that will help you understand the results of the survey. More information will be provided.

- Completion of the Ecotypes survey – Due date: January 26, 2023

Class Presentations (Group): 5% (3@5 each)

There will be three class presentations that will provide opportunity for students to provide an update on their SDG projects.

- **Project Update Presentation 1: February 02, 2023**
  - Which SDG is your focused on?
  - What target(s) and indicator(s) are your group focused on and why?
  - What is the most interesting fact about your SDG?

- **Project Update Presentation 2: March 02, 2023**
  - What is McMaster doing (efforts including activities, actions, and ambitions) about the SDG you’ve selected?
  - What are the three top efforts by McMaster to the SDG based on your knowledge of the SDG and the University’s work to date?
  - What gaps or opportunities have you identified based on your assessment?

- **Project Update Presentation 3: March 23, 2023**
  - What is your SDG target and indicators?
  - List four (4) solutions (2 for each target) do you propose to action the Goals at McMaster?
  - Describe the top two (2) solutions based on your proposal about.

SDG Action Report Presentation (Group): 10% - pre-recorded oral presentation

Each group will provide a short presentation summarizing their written report (see below) relating to the assessment of McMaster’s stated commitments towards the SDGs. All presentations should be pre-recorded (use Microsoft Teams to record your presentations) and submitted by April 18, 2023 @ 5 pm via Avenue to Learn. The purpose of this presentation is to share your findings and to polish your presentation skills. The rubric for the presentation is shown in the table below. For the presentation, students are to provide the following details:

- Here is the SDG we focus on (2 targets and indicators)
- Here is what McMaster is doing – top 2
- Here is our idea/solution – Top solution
Rubric for group presentation

<table>
<thead>
<tr>
<th>Criteria/objective</th>
<th>Marks (out of 10)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0 (not at all or missing)</td>
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<tr>
<td>1. Was the SDG, including target and indicator, clearly articulated and contextualized?</td>
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<tr>
<td>2. Did the group explain McMaster’s commitment, efforts, activities, actions, and ambitions towards the SDG?</td>
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<td>3. Did the group identify a specific solution to advance the SDG?</td>
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<td>4. Did the group identify a challenge and an opportunity to implement their proposed solution?</td>
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<td>5. Was the presentation ordered logically, clear, legible, and concise?</td>
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SDG Action Report (Group): 25% - written report

Due: December 12 @ 6:00pm

At the end of the course, each group from the 17 Rooms will prepare a written report on how to localize their specific SDG, focusing on how McMaster can promote or 'action' or 'advance' the SDG.

The report should not exceed 3000 words. The complete rubric is shown below.

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<thead>
<tr>
<th>Criteria/objective</th>
<th>Marks (out of 30)</th>
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<tbody>
<tr>
<td></td>
<td>1 (not at all or missing key parts)</td>
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<tr>
<td>1. Demonstrates knowledge of the SDG selected, including relevant targets (2) and associated indicators.</td>
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<td>2. Describe three of McMaster’s efforts (activities, actions, ambitions, etc.), that contributes to your chosen goal.</td>
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<td>3. Provides an assessment of three McMaster’s efforts described above with their knowledge of SDGs and the University’s work to date</td>
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<td>4. Clearly proposes and articulates two (2) solutions, one for each target, to advance the SDG at McMaster</td>
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<td>5. Describe at least three parties (individuals, departments, groups) who would be involved to action each solution.</td>
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<td>6. Describes one key challenge and one key opportunity to implementing their proposed action and how to overcome or take advantage of it</td>
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<td>7. Explains how achieving the specific SDG might affect (Positively or negatively) two other SDGs</td>
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<td>8. List and report on all sources consulted for information in the appropriate format (Use APA)</td>
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</table>
9. Professionally produced report - does not exceed the word limit, uses appropriate font size (12pt) and font style (New Times Roman) and is logically presented

10. Grammar and spell-check

Class Participation: 5%

Your final grade includes 5% allocated to your attendance and participation in class. Class participation involves attendance, verbal and chat contributions.
# TENTATIVE SCHEDULE

## Fall 2022

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic and tasks</th>
</tr>
</thead>
</table>
| **Week 1: January 12, 2023.** | **Introductions and the SDGs**  
|                       | **Pre-class activities**  
|                       | - Review course syllabus  
|                       | - Watch this video: How We Can Make the World a Better Place by 2030 | [Michael Green | TED Talks:  
|                       |  
|                       | - Read: Sachs, J. D. (2015). The age of sustainable development. Columbia University Press. (Chapter 1). As you read this paper, think about the following questions  
|                       | - How was sustainable development defined in the reading?  
|                       | - What are the key development challenges the author describes?  
|                       | - What did you find surprising about this paper?  
|                       | - What new things did you learn from this paper?  
|                       | **In-class activities**  
|                       | Part 1: Introductions and Review of Course Syllabus  
|                       | - Ice-breaker – poll and discussion of results  
|                       | - Guest speaker: Helena Teng, Academic Sustainability Programs Office  
|                       | Part 2:  
|                       | - Mini-Lecture: Sustainability Standpoint  
|                       | - Mini-lecture: Introduction to the SDGs  
|                       | - The 17 Rooms group formation and activity  
|                       | - Questions and next steps  
| **Week 2: January 19, 2023** | **SDG Evolution - From MDGs to SDGs**  
|                       | **Pre-class activities**  
|                       | Read  
|                       | **Optional Reading:**  
|                       | **In-class activity**  
|                       | - Activity 1: Mini-lecture: History and Definitions: Development, Sustainability and Sustainable Development  
|                       | - Activity 2: The 17 Rooms-Meeting: A journey through the 17 Goals  
|                       | - Activity 3: Selection and localization of targets and indicators  
| **Week 3: January 26, 2023** | **The 17 Global Goals in Focus: Global Progress to meet the Goals**  
|                       | **Pre-class activity**  
|                       | - Watch: The SDGs aren’t the same old same old: [https://youtu.be/v7WUpgPZzpl](https://youtu.be/v7WUpgPZzpl)  

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**In class activity**
- Project/Group Update
- Activity 2: Mini-lecture – Review of Global Progress on the SDGs
- Activity 2: Group Activity:
  - Identify the Goal assigned to you and review progress made, targets, and indicators

**Week 4: February 02, 2023**

<table>
<thead>
<tr>
<th>The SDGs around the World: Perspectives from the Global South</th>
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<tbody>
<tr>
<td><strong>Pre-class activity:</strong></td>
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<tr>
<td>- Additional readings will be provided in class for groups</td>
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</table>

<table>
<thead>
<tr>
<th>In class Activity</th>
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<tbody>
<tr>
<td>- Mini Lecture: SDGs and the Global South</td>
</tr>
<tr>
<td>- Group reporting on the SDGs and the global south</td>
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<tr>
<td>- Guest Lecturer: to be confirmed</td>
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<tr>
<td>- <a href="https://sdgs.un.org/">Project Update Presentation 1</a></td>
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</tbody>
</table>

**Week 5: February 09, 2023**

<table>
<thead>
<tr>
<th>Global Progress to meet the Goals – A focus on Indigenous Peoples</th>
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<tbody>
<tr>
<td><strong>Pre-class activity:</strong></td>
</tr>
<tr>
<td>Watch this</td>
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<tr>
<td>- [84] <em>Indigenous Peoples and the Sustainable Development Goals - YouTube</em></td>
</tr>
<tr>
<td>- [84] <em>Leave No One Behind - SDGs and Indigenous Peoples - YouTube</em></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Review information on this page:</th>
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<table>
<thead>
<tr>
<th>Read these papers</th>
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<tbody>
<tr>
<td>- Additional readings for groups will be provided</td>
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</table>

<table>
<thead>
<tr>
<th>In-class activity</th>
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</thead>
<tbody>
<tr>
<td>- Mini-lecture: SDGs and Indigenous Peoples: Gaps and Opportunities</td>
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<tr>
<td>- Discussion of Readings Group Reporting</td>
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</tbody>
</table>

**Week 6: February 16, 2023**

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<thead>
<tr>
<th>The SDGs in Action 1: First Social Simulation &quot; The World’s Future&quot;</th>
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<tbody>
<tr>
<td><strong>Week 7: February 23, 2023</strong></td>
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<td>-----------------------------</td>
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<tr>
<td><strong>Week 8: March 02, 2023</strong></td>
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</tbody>
</table>

### Pre-class activities
- Review game rules (will be provided to you via Avenue to Learn)
- Watch these videos on Social Simulations and the World's Future Simulation:
  - What are social simulations? [https://youtu.be/03rJwrcgB_0](https://youtu.be/03rJwrcgB_0)
  - What is The Word's Future Online social simulation? [https://www.youtube.com/watch?v=u80n3WsxCNs](https://www.youtube.com/watch?v=u80n3WsxCNs)
  - The World’s Future Online teaser 2021: [https://www.youtube.com/watch?v=5uLUPsx34Nk](https://www.youtube.com/watch?v=5uLUPsx34Nk)

### In-class activity
- Activity 1: Mini-lecture: game introduction
- Activity 2: Play simulation rounds
- Facilitator debriefing and group reflections

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**SDG Reporting: A Focus on Institutions of Higher Learning**

**Pre-class activity**

### In-class
- Guest Speaker: McMaster Sustainability Office
- Answer the questions below in the google doc: [https://docs.google.com/document/d/16RSbfj0QDo5I8nuRfjEMGjENJiwfx1159kiyM5caFk/edit?usp=sharing](https://docs.google.com/document/d/16RSbfj0QDo5I8nuRfjEMGjENJiwfx1159kiyM5caFk/edit?usp=sharing)
  - What is a sustainable university? What are some of the policies, initiatives, and commitments that universities undertake to demonstrate sustainability?
  - What are some of the key attributes/characteristics used to measure sustainable universities?
  - In what ways can university managers learn from sustainability rankings to better prepare their higher education institutions for participating in sustainability-related rankings?
  - What are some of the gaps identified in the methodologies for global sustainability ranking?
  - How can these gaps be filled? Are these any challenges to filling these gaps?
  - What did you find interesting from the reading?

### In-class activity
- Activity 1: Recap of previous class
- Activity 2: Response to reading
- Activity 3: Project Update Presentation 2 **(5 minutes)**
  - Which SDG is your focused on?
### Week 9: March 09, 2023

**SDGs in Action: Best Practices from Campuses around the world**

**Pre-class Activities**
- Open the google link below, complete the reading for your group and answer the reading questions
  
  [https://docs.google.com/document/d/1dUtGly5F8Mnt9t3yorOqcXERChH-ZqxF4VquCCy1R3s/edit?usp=sharing](https://docs.google.com/document/d/1dUtGly5F8Mnt9t3yorOqcXERChH-ZqxF4VquCCy1R3s/edit?usp=sharing)

**In class activities**
- Activity 1: Recap of previous lecture
- Activity 2: Follow-up on simulation activity: Access the folder to see the group you belong [Climate Conference Participants.xlsx](https://docs.google.com/open?id=1dUtGly5F8Mnt9t3yorOqcXERChH-ZqxF4VquCCy1R3s) and read the roles assigned to your group: [Climate Action Simulator](https://docs.google.com/open?id=1dUtGly5F8Mnt9t3yorOqcXERChH-ZqxF4VquCCy1R3s)
- Activity 3: Discussion of reading questions

### Week 10: March 16, 2023

**The Good, The Bad and The Ugly: Reviewing SDG good practices and criticisms**

**Pre-class Activity**
- Individual Readings
- Group Reading
  - Review: [SDG Good Practices Publication 2020.pdf](https://docs.google.com/open?id=1dUtGly5F8Mnt9t3yorOqcXERChH-ZqxF4VquCCy1R3s) (un.org). There are 5 regional reports. Groups would be assigned to review specific regional reports guided by specific questions, report to the class.

**In-Class activities:**
- Activity 1: Guest Speaker: Critique of Sustainability and International Development
- Activity 2: Group Activity: SDG Good Practices Reporting

### Week 11: March 23, 2023

**Mini-class Presentations**

- Project Update Presentation 3: March 16, 2023 (5minutes)
  - What is your SDG target and indicators?
  - List four (4) solutions (2 for each target) do you propose to action the Goals at McMaster?
  - Describe the top two (2) solutions based on your proposal about

### Week 12: March 30, 2023

**The SDGs in Action 2: Second Simulation "Climate Action"**

**Pre-class activities**
- Review game rules (will be provided to you via Avenue to Learn)
- Read:
<table>
<thead>
<tr>
<th>Week 13: April 06, 2023</th>
<th>Class Wrap-up: Values, Behaviours and Actions: Reflecting on Ecotypes COIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-class activity</td>
<td>a. Discussion of EcoTypes COIL participation and feedback</td>
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<tr>
<td></td>
<td>b. Watch: How to Create an Awesome Slide Presentation:</td>
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<tr>
<td></td>
<td><a href="https://youtu.be/6bSOAl1i8bw">https://youtu.be/6bSOAl1i8bw</a></td>
</tr>
<tr>
<td>In class activity</td>
<td>Activity 1: Mini lecture: behaviours, values, and actions</td>
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<tr>
<td></td>
<td>Activity 2: Group discussions</td>
</tr>
<tr>
<td></td>
<td>Activity 3: Project updates</td>
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</tbody>
</table>

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<tr>
<th>Week 14: April 13, 2023</th>
<th>The 17 Rooms Final Group Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class activities</td>
<td>a. Introduction and recap of presentation guidelines</td>
</tr>
<tr>
<td></td>
<td>b. Presentations and feedback</td>
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<tr>
<td></td>
<td>- Note: During the presentations, each group is expected to ask one question to the group presenting.</td>
</tr>
</tbody>
</table>

### COURSE-SPECIFIC POLICIES

#### Class Attendance & Participation

Students are expected to attend each class and group meeting, be on time and stay for the full duration. Additionally, students are expected to be fully present, which includes removing all potential distractions, demonstrating respect for their learning and the experience of those around them, and participating in activities and discussions.

Students will contribute to a specific topic on the discussion board in Avenue to Learn for the first two weeks. After that, your TAs would be available to moderate discussions and keep records of who is participating or not participating.

#### Assignment Submission Guidelines

**Format:** To ensure the instructor can include detailed feedback and comments, assignments should be submitted in Word format via Avenue to Learn, unless otherwise stated.

**Style:** Using APA, MLA or Chicago style is preferred, but consistency is of utmost importance. See [OWL](https://owl bölüm=B) for support.

**Late Assignments:** To support universal design, and eliminate the need for an MSAF, a three-day grace period is
included for each assignment. Three days following the original due date, late marks will be applied. Late assignments will be penalized 15% each day, including Saturdays. Assignments will be accepted to a maximum of six days following the original due date, after which the assignment will receive a grade of zero.

Course Modifications

The Instructor and University reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be explained, and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster e-mail and course websites weekly during the term and to note any changes.

Communications

It is the student's responsibility to:

- Maintain current contact information with the University, including address, phone numbers, and emergency contact information.
- Use the University provided e-mail address or maintain a valid forwarding e-mail address.
- Regularly check the official University communications channels. Official University communications are considered received if sent by postal mail, by fax, or by e-mail to the student's designated primary e-mail account via their "@mcmaster.ca" alias.

POLICIES

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the University. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g., submitting work that is not one's own or for which another credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Authenticity/Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student-submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g., A2L, etc.) using plagiarism detection (a
service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an Online Element

Some courses may use online elements (e.g., e-mail, Avenue to Learn (A2L), Learn-Link, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in university activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodations of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s Academic Accommodation of Students with Disabilities policy.

Protection of Privacy Act (FIPPA)

The Freedom of Information and Protection of Privacy Act (FIPPA) applies to universities. Instructors should take care to protect student names, student numbers, grades and all other personal information at all times. For example, the submission and return of assignments and the posting of grades must be done in a manner that ensures confidentiality - see http://www.mcmaster.ca/univsec/fippa/fippa.cfm
Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Late Assignments

To support universal design, and eliminate the need for an MSAF, a three-day grace period is included for each assignment. Three days following the original due date, late marks will be applied. Late assignments will be penalized 15% each day, including Saturdays. Assignments will be accepted to a maximum of six days following the original due date, after which the assignment will receive a grade of zero. "If a student chooses to submit an MSAFs, as per the University’s policy, it should reference the original due date, not the date by which late marks begin to apply."

Academic Accommodations for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the Instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the Instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster e-mail.