



SOC*2070 Social Deviance

Summer 2025

Section: DE01

Department of Sociology and Anthropology

Credit Weight: 0.50

Course Details

Calendar Description

An introduction to some of the basic theories of deviance and social control and their application to selected social problems.

Pre-Requisite(s): SOC*1100 or SOC*1500

Co-Requisite(s): None

Restriction(s): This is a Priority Access Course. Enrolment may be restricted to particular programs or specializations. Please see the departmental website.

Method of Delivery: Distance Education (asynchronous online)

Online Final Exam

Date: Monday August 11, 2025

Time: 2:30 PM – 4:30 PM ET

Note: Please read the important information about exam timing in the **Assessment Description** section under **Final Exam** in this Outline.

Location: Online via the **Quizzes** tool in CourseLink using Respondus LockDown Browser

Instructional Support

Instructor

Dr. Chris Tatham

Email: statham@uoguelph.ca

Telephone: (519) 824-4120 Ext. 52194

Office: Mackinnon 609

Chris Tatham is an Assistant Professor in the Department of Sociology and Anthropology, who teaches in the Criminal Justice and Public Policy (CJPP) Program. His research examines intersections of sexuality, deviance, and law. His recent research focuses on HIV criminalization in Canada.

Office Hours via Zoom: Students may opt to drop into office hours on Mondays from 12 pm to 1pm beginning on May 12th. Please note that further details will be posted in the **Announcements**. See also **Communicating with Your Instructor**.

Teaching Assistant(s)

Name: TBA

Email:

Learning Resources

Required Textbook

Title: Deviant Behavior

Author(s): Erich Goode

Edition / Year: 13th Edition / 2023

Publisher: Routledge

ISBN (print): 9781032258539

ISBN (eBook): 9781000580198

You may purchase the textbook at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore](#). Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

You may also purchase an e-version of the text online and we encourage students to do so if they like that format.

Erich Goode has written on matters of social deviance for decades, so he is very knowledgeable. The textbook does have an American focus, and so I try to incorporate additional materials to cover some related events in Canada. Sometimes the author gives his editorializes and gives his opinion, especially on American politics, and you do not have to share his views (or those of the instructor) to understand what social processes he is addressing. I want students of all value positions to feel comfortable and included as they do the readings.

<https://bookstore.coop/>

<http://www.bookstore.uoguelph.ca/>

Supplementary Materials

This course also includes supplementary materials. These materials are meant to supplement the required readings and course content. Required readings and videos are examinable, supplemental readings and videos are not. You can explore the materials at your own pace. To access these materials, select **Content** on the navbar to locate **Supplementary Materials** in the table of contents panel.

Cost of Textbook and Learning Resources

The cost of the required text for this course, *Deviant Behavior* 13th ed., is \$158.00 at the campus bookstore. Students are welcome to use hardcopy, digital, and/or second-hand copies of the textbook. You may also purchase the textbook from alternate locations. The prices in other locations may differ from that at the bookstore. Prices at the bookstore are subject to change.

Course Website

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

<https://courselink.uoguelph.ca>

Ares

For this course, you may be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve. UOG has also moved to two factor authentication, so you may need to use a phone or a Fido key to access all of the online services.

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 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

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

Learning Outcomes

Course Learning Outcomes

In this course, we explore how people are condemned and labeled as “bad” and somehow immoral (deviant) for their actions, beliefs, and characteristics that are considered reprehensible by the broader society. We study both the social phenomena that are considered deviant (such as illegal drug use, crime and unusual sexual practices) and the effects of labeling people for engaging in this deviance.

Some students new to the study of deviance plunge right in without first understanding what it is. It may be helpful to reiterate what the study of deviance is *not*: It is not saying that some people are bad and irredeemable, it is not the justification of why we condemn some people as bad, and it is not limited to looking at the titillating details of those who lead unconventional lives. Rather, the study of deviance examines how notions of both what is acceptable and unacceptable are socially constructed and people are affected by that construction. People who are labeled as deviant are those people who rightly or wrongly are seen as having “spoiled identities” or being “bad people” because of something that is so unacceptable in its context that it affects how the public would see those people. In a sense, the social processes that make some things socially acceptable are the same that make something else unacceptable.

In other words, in studying social deviance as socially constructed, we are not automatically passing judgement on the people and practices therein, nor denying that the deviance with which we are concerned cannot be often harmful. We are looking at what people are condemned for and the effects of this condemnation, without necessarily passing a moral judgement that make students believe that these things are all either completely unacceptable or alternately all harmless victims of negative labeling.

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

1. Explain and define deviance;
2. Feel a greater sympathy for other people’s points of view;
3. Differentiate between what we think is right and wrong with what is socially acceptable, accepting that both will change over time;
4. Develop an appreciation of the ongoing processes of social control;
5. Analyze how social deviance is created by society and how deviance is socially constructed; and

6. Analyze the consequences of labeling people and the attribution of stigma.
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Teaching and Learning Activities

Method of Learning

In studying social deviance, we learn the methods and rules of the discipline, but there is no substitute for plunging in and immersing yourself in the material. What we learn changes us by changing our perspective, whether it consolidates or challenges our predispositions. Once the basic methods are mastered, the speed of understanding new topics is increased. What I hope is that you all learn and enjoy doing so. I hope we can discuss our different points of view online. The online postings and discussions are not merely for students to passively receive information from the instructor. Ideally, the online technology is to facilitate active learning, multi-directional communication, and a student-centered learning environment. It is also vital that you discuss the material, give opinions, offer insights from your own backgrounds, experiences and past studies, as well as help each other master the course material.

Students who have been able to be successful in past sessions have revealed that they typically access the web site **3-4 times per week** in order to keep up with the course and continually contribute to the class.

Personal Expectations and Disclaimer:

I enjoy teaching this course, but I warn you that some of this material is a little groaty. I seek to expose the students to many different points of view and unusual topics while promoting a learning environment of inclusion for students of all value positions. I may need to warn you that the goal herein is not to force any ideological position upon you, but for you to develop the skills and starting points you will need to examine controversial topics. You don't need to *believe* all the different theories and points of view (which would be impossible as they may contradict each other), but to *understand* them. In fact, you don't have to embrace any point of view, just be yourself. I want students to feel comfortable here regardless of their religious and political values. The position I personally openly support is that of free inquiry, with all that it means of academic freedom, free speech, logic, and objectivity. If you want to take a course that will tell you what to believe and that get you to look down on and judge others, this course is not for you. But if you like to learn new things and surprise yourself with new ideas, come right in!

This material is not for the squeamish. The topics are controversial and the content of our documentaries may be at the adult level. One can voice any opinion as long as one respects the rights of others to do the same. By taking this class, one gives acceptance for the topics, arguments, and language voiced in class, however unanticipated. There will be no formal "trigger warnings" whenever controversial material is floated because there is no guarantee that anything could not bother somebody, and such warnings are not given in the "real life" outside the classroom and also have been shown to do more

harm than good. I chose the courseware readings to provide some classic statements, to cover some current developments, and to also introduce some challenges to prevailing opinions. Due to length considerations, the readings cannot cover all opinions on each topic, and it would be redundant to include readings that merely give the information you have already received elsewhere in other classes, so I prefer those that challenge our preconceptions or otherwise offer us something new. So, welcome aboard, and I hope you all find something stimulating and unexpected which will help you in your future studies!

Feel free to give me, the instructor, some feedback. Each time we run the course we change the amount of required readings. Please let me know if you are having trouble keeping up. I am hoping to gather some feedback for the next major renovation of the course. If an online link stops working, please let me know at once, and I can help.

Course Structure

This course is comprised of 12 units titled as follows:

- Unit 01: Introduction to Social Deviance
- Unit 02: Explaining Deviant Behaviour: Positivist Theories
- Unit 03: Constructing Deviance
- Unit 04: Drug Use as Deviance
- Unit 05: Crime and Criminalization
- Unit 06: Tribal Stigma
- Unit 07: Is Decriminalization the Solution?
- Unit 08: White Collar Crime
- Unit 09: Sexual Deviance
- Unit 10: Unconventional Beliefs
- Unit 11: Mental Disorder
- Unit 12: Deviant Physical Characteristics

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 to Social Deviance

Week 1 – Thursday, May 8 to Sunday, May 18

Readings

- Textbook: Chapter 1: Introducing Deviance
- Ares:
 - "Defining Deviancy Down" by Senator Patrick Moynihan
 - "The Cojones Awards" by Bill Maher (video)
- Course website: Unit 01

Activities

- Familiarize yourself with the course website and online learning by selecting **Help & Resources** on the navbar.
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar.
- Introduce yourself to your group in the **Discussions**.

Assessments

- **Group Discussion** (Week 1)
Due: Sunday, May 18 by 11:59 pm ET
- **Unit 01 Quiz**
Closes: Sunday, May 18 by 11:59 pm ET

Unit 02: Explaining Deviant Behaviour: Positivist Theories

Week 2 – Monday, May 19 to Sunday, May 25

Readings

- Textbook: Chapter 2: Explaining Deviant Behavior
- Ares:
 - "Hirschi's Social Control Theory: A Sociological Perspective on Drug Abuse Among Persons with Disabilities" by Alston, Harley, & Lenhoff
 - "America's Real Criminal Element: Lead" by Kevin Drum in *Mother Jones*
- Course website: Unit 02

Assessments

- **Group Discussion** (Week 2)
Due: Sunday, May 25 by 11:59 pm ET
- **Unit 02 Quiz**
Closes: Sunday, May 25 at 11:59 pm ET

Unit 03: Constructing Deviance

Week 3 – Monday, May 26 to Sunday, June 1

Readings

- Textbook: Chapter 3: Constructing Deviance
- Ares:
 - “Defining Deviancy Up” by Charles Krauthammer
 - “ “College issues list of offensive terms: Gift, bunny, America, Christmas tree” by Rikki Schlott
 - “How One Stupid Tweet Blew Up Justine Sacco’s Life” by Jon Ronson
 - “How an Internet Mob Falsely Painted A Chipotle Employee as Racist” by John Blake
- Course website: Unit 03

Assessments

- **Group Discussion** (Week 3)
Due: Sunday, June 1 by 11:59 pm ET
- **Unit 03 Quiz**
Closes: Sunday, June 1 by 11:59 pm ET

Unit 04: Drug Use as Deviance

Week 4 – Monday, June 2 to Sunday, June 8

Readings

- Textbook: Chapter 8: Substance Abuse
- Ares:
 - "Case for Reform" by the Canadian Drug Strategy Coalition
 - “Drug Policy” by Law Enforcement Against Prohibition (includes video “Captain Peter Christ Demolishes the War on Drugs”)

- “Addiction” (Nova documentary video)
- “Why Did British Columbia Decriminalize Hard Drugs?” (CBC News, 23 mins, video)
- Course website: Unit 04

Assessments

- **Group Discussion** (Week 4)
Due: Sunday, June 8 by 11:59 pm ET
- **Unit 04 Quiz**
Closes: Sunday, June 8 at 11:59 pm ET

Unit 05: Crime and Criminalization

Week 5 – Monday, June 9 to Sunday, June 15

Readings

- Textbook: Chapter 5: Crime, Criminalization, and Criminal Behavior
- Ares:
 - “Justice Delayed” by Rachel Smolkin
 - “CNN Reports On The 'Promising Future' of the Steubenville Rapists, Who Are 'Very Good Students'”
 - *Does 'yes' mean 'yes?' Can you give consent to have sex to an app?* by Edward Baig “Sextortion online becoming more prevalent” by CBS News
 - *The University of Guelph Sexual Violence Policy:*
<https://www.uoguelph.ca/sexualviolence/panel/home>
 - “University of Guelph Student found not guilty of on-campus sexual assault” by GuelphTodayStaff
 - “I was raped at university: Here is why I never reported it” by Meghan Simard
- Course website: Unit 05

Assessments

- **Midterm #1**
Opens: Wednesday, June 11 at 12:01 am ET
Closes: Friday, June 13 at 11:59 pm ET
- **Group Discussion** (Week 5)
Due: Sunday, June 15 by 11:59 pm ET

- **Unit 05 Quiz**

Closes: Sunday, June 15 by 11:59 pm ET

Unit 06: Tribal Stigma

Week 6 – Monday, June 16 to Sunday, June 22

Readings

- Textbook: Chapter 13: Tribal Stigma
- Course website: Unit 06
- Ares:
 - “The War on Christians” by John Allen, Jr., in *The Spectator*
 - Antisemitism in the 21st Century (video)
 - “Fighting Hate With Friendship—One Exalted Cyclops at a Time” by CBC Radio
 - “Diversity Training Disaster” by John Stossel
 - “The curious rise of the black ‘white supremacist’ by Willfred Reilly

Assessments

- **Group Discussion** (Week 6)
Due: Sunday, June 22 by 11:59 pm ET
- **Unit 06 Quiz**
Closes: Sunday, June 22 at 11:59 pm ET

Unit 07: Is Decriminalization the Solution?

Week 7 – Monday, June 23 to Sunday, June 29

Readings

- Textbook: Reread Chapter 8: Substance Abuse
- Ares:
 - “Canada Might Have Found A Back Door To End the War on Drugs” by Travis Lupick
 - “Oregon’s Drug Decriminalization is Not Much Like Portugal’s, Actually” (KGW News, 12 minutes, video)
 - “What you need to know about the decriminalization of drugs in B.C.” by Akshay Kulkarni

- “Why is Canada’s Illicit drug supply so deadly and what is being done about it?” by Maya Lach-Aidelbaum
 - “Why the War on Drugs is a Huge Failure” (video)
 - “Sex Work and Changes to the Criminal Code After Bill C-36: What Does the Evidence Say?” by Canadian Alliance for Sex Work Law Reform
 - “Safety, Dignity, Equality: Recommendations for Sex Work Law Reform in Canada” by Canadian Alliance for Sex Work Law Reform
- Course website: Unit 07

Assessments

- **Group Discussion** (Week 7)
Due: Sunday, June 29 by 11:59 pm ET
- **Unit 07 Quiz**
Closes: Sunday, June 29 by 11:59 pm ET

Unit 08: White Collar Crime

Week 8 – Monday, June 30 to Sunday, July 6

Readings

- Textbook: Chapter 6: White-Collar and Corporate Crime
- Ares:
 - “Business Ethics and Moral Motivation: A Criminological Perspective” by Joseph Heath
 - “A Model of Neutralization Techniques” by Muel Kaptein and Martien van Helvoort
- Course website: Unit 08

Assessments

- **Group Discussion** (Week 8)
Due: Sunday, July 6 by 11:59 pm ET
- **Unit 08 Quiz**
Closes: Sunday, July 6 at 11:59 pm ET

Unit 09: Sexual Deviance

Week 9 – Monday, July 7 to Sunday, July 13

Readings

- Textbook: Chapter 9: Sexual Deviance

- Ares:
 - “Will the guilty verdict in Canadian ‘honor killing’ trial be a turning point for justice?” by Phyllis Chesler
 - Heterosexism: Transforming Homosexuality from Deviant to Different (video)
 - “How Gay Conversion Therapy Got a Foothold in Canada” *The Huffington Post*
 - “Generation Z women are identifying as bisexual in unprecedented numbers...” by Rikki Schlott
 - “Student sex work is happening, and universities need to respond with health services” by Aaron Brown & Elizabeth Buckner
 - “Is the Adult Male Virgin Society’s Last Taboo?” by Harry Siva
- Course website: Unit 09

Assessments

- **Midterm #2**
 Opens: Monday, July 7 at 12:01 am ET
 Closes: Wednesday, July 9 at 11:59 pm ET
- **Group Discussion** (Week 9)
 Due: Sunday, July 13 by 11:59 pm ET
- **Unit 09 Quiz**
 Closes: Sunday, July 13 by 11:59 pm ET

Unit 10: Unconventional Beliefs

Week 10 – Monday, July 14 to Sunday, July 20

Readings

- Textbook: Chapter 10: Unconventional Beliefs
- Ares:
 - “Fakers and Innocents: The One Million Dollar Challenge and Those Who Try for It” by James Randi
 - “Safe Spaces on College Campuses are Creating Intolerant Students” by Flemming Rose in *The Huffington Post*
 - “For Muslim Apostates, Giving Up Their Faith Can Be Terrifying, Alienating, and Dangerous” *The National Post*

- “More than half of college professors bite their tongues over cancel culture fears” by Rikki Schlott
- Course website: Unit 10

Assessments

- **Group Discussion** (Week 10)
Due: Sunday, July 20 by 11:59 pm ET
- **Unit 10 Quiz**
Closes: Sunday, July 20 at 11:59 pm ET

Unit 11: Mental Disorder

Week 11 – Monday, July 21 to Sunday, July 27

Readings

- Textbook: Chapter 11: Mental Disorder
- Ares:
 - "On Being Sane in Insane Places" by D. L. Rosenhan
 - “1 in 5 College Students Have Anxiety or Depression” by David Rosenberg
 - “The Mental Health Effects of Cancel Culture” by Lindsay Toler

Assessments

- **Group Discussion** (Week 11)
Due: Sunday, July 27 by 11:59 pm ET
- **Unit 11 Quiz**
Closes: Sunday, July 27 by 11:59 pm ET

Unit 12: Deviant Physical Characteristics

Week 12 – Monday, July 28 to Friday, August 1

Readings

- Textbook: Chapter 12: Undesirable Physical Characteristics
- Ares:
 - "Female Genital Mutilation: The Penultimate Gender Abuse" by Donald Barstow in *Child Abuse and Neglect*
 - “De-transitioners aren’t an excuse to be transphobic” by Kravitz Marshall

- Course website: Unit 12

Assessments

- **Group Discussion** (Week 12)
Due: Friday, August 1 by 11:59 pm ET
- **Unit 12 Quiz**
Closes: Friday, August 1 at 11:59 pm ET

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
Discussion Participation	20%
Quizzes	10%
Midterm Tests (2 x 20%)	40%
Final Exam	30%
Total	100%

Assessment Descriptions

Discussion Participation

Every week you are expected to answer one question. You generally have a choice of two questions so you can concentrate on the option that interests you the most. You will be unable to post once the week has closed. As mentioned elsewhere, late postings can experience a late penalty but then there is a clear end to be able to post for that week. Your best 10 grades will be counted, so if you miss a week, do not worry. The Teaching Assistants will grade your postings and, circumstances permitting, will also provide you with feedback. There is no penalty for extra participation! If you question the grade you received from your TA, please contact the TA for clarification. If necessary, we can even have someone else remark it.

Quizzes

You are expected to complete a quiz every week. These true-false quizzes are to make sure you keep up with the readings and become familiar with the key ideas as we go along—preparing you for the midterms and final exam. Your 10 best quizzes will be counted and your two worst ones dropped. (When you start the course and check your grades you will always see two quizzes already listed as dropped. Don't worry about that. It goes away as you complete them.)

Midterm Exams

The two term tests will be constructed of true-false and multiple-choice questions, similar to the unit quizzes and will cover all the material of the previous four weeks.

Final Exam

This course requires the use of Respondus LockDown Browser to proctor your online final exam within CourseLink. Use of Lockdown Browser has been implemented to maintain the academic integrity of the final exam. You must [download and install LockDown Browser](#) to complete the practice test and final exam.

Your final exam will be two hours long and consist of true/false, and multiple-choice questions. There is no written component. You will find the format of the final will be similar to the two term tests. The final exam will be noncumulative and will cover all the material since the second midterm.

The final exam will be delivered online via the **Quizzes** tool. The exam is 2 hours in length and will be held on **Monday August 11, 2025 from 2:30 PM to 4:30 PM ET**.

To accommodate students who may be located in various time zones, the exam will be available beginning at **2:30 PM** until **3:30 PM** Eastern Time (ET). You can enter the exam at any point during this window of time but will only have 2 hours to complete it from when you start writing. For example, if you start writing the exam at **3:00 PM**, you will have until **5:00 PM** to complete it. After **3:30 PM ET** you will no longer be able to enter the exam environment.

Please be sure to review the Using Respondus Lockdown Browser by selecting **Content** on the navbar to locate **Assessments** in the table of contents panel.

Important Note: There is a practice test that you should take before the online exam. 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@uoguelph.ca or 519-824-4120 ext. 56939.

University of Guelph degree and associate diploma students as well as Open Learning program students must check [WebAdvisor](#) for their examination schedule.

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

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, 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#Respondus-LockDown-Browser-and-Monitor>

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

Zoom Requirements

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

<https://support.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 **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, 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

Standard Statements for Online Courses

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 72 hours, usually much less.
- **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

When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](https://support.opened.uoguelph.ca/contact).

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

Late Policy

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced up to 5% per day after the deadline for the submission of the assignment to a limit of seven 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. 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](#) (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>

Use of Artificial Intelligence

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

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

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

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.

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>
counsellor@OpenEd.uoguelph.ca

Standard Statements for Undergraduate Courses

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/en/students/open-learning-program-calendar.asp>

Academic Integrity

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

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

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

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

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

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#).

<https://opened.uoguelph.ca/student-resources/open-learning-program-calendar#Academic-Misconduct>

Accessibility

University of Guelph Degree Students

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

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

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

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.

counsellor@OpenEd.uoguelph.ca

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/>

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#).

<https://opened.uoguelph.ca/student-resources/open-learning-program-calendar#Academic-Accommodation-of-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/>

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#).

<https://opened.uoguelph.ca/student-resources/open-learning-program-calendar#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](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

<https://wellness.uoguelph.ca/>

<https://wellness.uoguelph.ca/navigators>

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

University of Guelph Degree Students

Consult 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/>

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

<https://opened.uoguelph.ca/student-resources/open-learning-program-calendar#Academic-Consideration-Appeals-and-Petitions>

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).

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

Resources

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

<http://www.uoguelph.ca/registrar/calendars/>

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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<https://www.lib.uoguelph.ca/about/policies/fair-dealing-policy>