

**THE UNIVERSITY OF WINNIPEG
DEPARTMENT OF GEOGRAPHY
RESEARCH METHODS IN GEOGRAPHY
2023 SUMMER TERM
August 21st – September 25th, 2023**



Lectures:

GEOG-3330-001
In-Person: Mon/Tue/Wed/Thu/Fri
9:00am – 4:00pm
Classroom: 5L24

Instructors:

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* *When corresponding with the teaching team, please use your University of Winnipeg email account: name@webmail.uwinnipeg.ca.*

Course Description:

GEOG-3330: Research Methods in Geography (summer intensive) Introduces students to skills for conducting geographic research, and explores the uses, limitations, and methods associated with quantitative and qualitative analysis in human and physical geography. These skills are relevant for careers in academic and professional fields. Topics include primary data collection and analyses, questionnaire design and structured interviews, data assembly and interpretation, research design and ethics, and the presentation of research results. This course includes practical elements, and field components.

Prerequisite Courses:

GEOG 1102 and GEOG 1103 (or GEOG 1105), GEOG 1201 and GEOG 1202 (or GEOG 1205), and GEOG 2309, or permission from the instructor.

Textbook (*Recommended):**Key Methods in Geography**

N. Clifford, M. Cope, T. Gillespie, and S. French (2016)

Sage

**Key readings will be made available on Nexus*

Course Objectives:

The primary objective for this course is to develop skills in data collection, data analysis, writing and communication of geographic knowledge. The students will build upon knowledge already gained in previous geography courses, expanding their understanding of research methods, and developing experience with geographic data and analysis.

Format:

This class will contain a combination of lecture, in-class activities, and field activities. Due to the nature of this class, students are expected to be available during the last two weeks of August, Monday – Friday (9:00am – 5:00pm), August 21st – September 3rd, however the schedule is variable. Some days you might be asked only to attend a morning session (9:00am – 12:00pm), other days we might have a lecture in the morning and a field trip in the afternoon (1:00pm – 4:00pm), and on at least one occasion we will spend the whole day at a field site. A draft schedule (subject to change) will be provided below. On days where we have activities both in the morning and afternoon, you will be given an hour for lunch (12:00 – 1:00pm). Students are responsible for their own lunch.

Lectures:

- Students are responsible for keeping up with materials in class and on Nexus.
- The teaching team will upload lecture slides and supplementary materials (readings, videos, etc...) to Nexus.
- It is important to keep up with all materials posted to Nexus. There may be readings, or materials to engage with ahead of lecture, or ahead of an in-class or field activity. You are expected to come to class prepared and ready to engage.

Field Activities:

- Field activities will range from urban walking tours near campus, to full days in a forest outside of Winnipeg. Please refer to the course schedule (see draft below) and come prepared for the scheduled activities (see suggested list of items).
- The final schedule will be posted to Nexus by early August.
- Transportation will be provided by the department. We will meet in the classroom ahead of any field trip, unless indicated otherwise.

What to Bring on Field Trips:

- Day pack for carrying personal items
- Personal first aid kit (ensure you have all necessary medications (e.g. allergy meds))
- Minimum of 1L of water (may want to bring more)
- Rain gear (we will be outside conducting field activities rain or shine)
- Appropriate footwear (good runners, hiking boots may be ideal for certain field sites; simply dress appropriately)
- Sunglasses or safety glasses
- Insect repellent and/or bug net or jacket
- Sunscreen
- Lunch and snacks (enough to last a full day in the field, potentially under hot sun)

Recommended field trip items (but not mandatory):

- Water-resistant notebook
- Pens/pencils (bring extras)
- Calculator
- Long pants and a long-sleeved shirt (for protection from scratchy branches and bugs)
- Sweater
- Hat
- Cellphone / Camera
- Waterproof bag or pack cover
 - Alternatively plastic or ziploc bags to keep your stuff dry in the event of heavy rain

NEXUS:

- Documents related to this course (e.g. course syllabus, project / assignment guidelines, lecture slides, lecture capture or voice over videos, supplemental readings, and all other supplementary materials) will be made available to students via the course Nexus site.
- You must be registered in the course to have access to these materials. To log into Nexus, go to: <https://nexus.uwinnipeg.ca/>
- If you encounter difficulties with Nexus, contact the help desk at 204-786-9149 or help.desk@uwinnipeg.ca

This course is Nexus enhanced. All information posted on the Nexus site for this course is required reading unless otherwise indicated.

How to Contact the Teaching Team:

Dr. Maillet is the primary instructor and can be contacted if you have a general course related questions (j.maillet@uwinnipeg.ca), otherwise please direct your inquiry to the member of the teaching team best suited to address your concern (see email information on page 1). Use your University of Winnipeg email address for course-related correspondence (name@webmail.uwinnipeg.ca). Do not use the Nexus email function; these message notifications tend to get lost or buried. Please do not use your

gmail or hotmail (or whatever) accounts to correspond with the teaching team; these usually get blocked by our spam filter. When contacting the teaching team, please make sure you use a proper subject heading for the email (e.g. GEOG 3330 question). The teaching team will make every attempt to respond promptly. The teaching team will use Nexus Announcements to communicate with the whole class, and your University of Winnipeg email to contact you directly, when necessary.

Course Topics / Draft Schedule:

The following topics will be explored in lecture and/or during in-class and field activities. Due to time constraints and/or unforeseen circumstances, the teaching team reserves the right to alter the topics and/or the order of presentation. Some of the assigned readings may be found in the recommended textbook. Additional required readings and/or supplementary materials will be posted on the course Nexus site for review. It is recommended that students complete each reading prior to reviewing associated materials posted to Nexus. Unless otherwise indicated, you are responsible for understanding all topics covered in these readings and supplementary materials.

Date		TOPIC	READINGS
Week 1 August 21 st	Morning (9 – 12)	Syllabus and Course Overview in main classroom (JM). Developing a research question. Identifying relevant and appropriate literature. Reference managers. Developing strategies for effective note taking in research... (JM, PF)	Chapter 1
	Afternoon (1 – 4)	No activities planned	
August 22 nd	Morning (9 – 12)	Lecture: Impacts of Pandemic on Downtown	*See below
	Afternoon (1 – 4)	Self-Guided Walking Tour + In-Class Debrief (MV)	
August 23 rd	Morning (9 – 12)	Research Design and Ethics	*See below
	Afternoon (1 – 4)	Walking Audit: Accessibility in Downtown Winnipeg:	
August 24 th	Morning (9 – 12)	Dendrochronology and Forest Management: Meet at Assiniboine Park.	*See below

	Afternoon (1 – 4)	Dendro Sampling and Inventory Measurements at Assiniboine Park (JM)	
August 25 th	Morning (9 – 12)	Lecture: Urban Development	*TBD
	Afternoon (1 – 4)	Walking Tour of Downtown Area (JD)	
Week 2	Morning (9 – 12)	For Whyte Day	NA
August 28 th	Afternoon (1 – 4)	For Whyte Day (NC)	
August 29 th	Morning (9 – 12)	Drone / Remote Sensing Lecture	*TBD
	Afternoon (1 – 4)	Drone Flight / Data Collection (JS, CS)	
August 30 th	Morning (9 – 12)	Sustainability Tour and Discussion with Sustainability Office.	*See below
	Afternoon (1 – 4)	Session on Qualitative Data Analysis. (PF)	
August 31 st	Morning (9 – 12)	Quantitative Data Management, Processing, and Analysis. (JM)	*TBD
	Afternoon (1 – 4)	No activities planned	
September 1 st	Morning (9 – 12)	Wrap up day... Discuss Final Deliverables Presentation on Presentations: Powerpoint Dos and Don'ts Visit to the Media Room (JM)	NA
	Afternoon (1 – 4)	No activities planned	

Other Important Dates:

August 27th – First Batch of Reflective Papers Due

August 29th – Voluntary Withdrawal Date

September 3rd – Second Batch of Reflective Papers Due

September 4th – Labour Day; University Closed

September 15th – Final Deliverable (Proposal) Due

September 25th – Final Deliverable (Video / Recorded Presentation) Due

Grade Breakdown:

REFLECTION PAPERS	50%	Due: First Batch – Sunday, August 27 th (end of day) Second Batch – Sunday, September 3 rd (end of day)
PROPOSAL DOCUMENT	30%	Due: Friday, September 15 th (end of day) <i>*This mark will be modified for each student using the peer assessment procedure given below</i>
RECORDED PRESENTATION OR EQUIVALENT AUDIO-VISUAL DELIVERABLE	20%	Due: Monday, September 25 th (end of day) <i>*This mark will be adjusted for each student using the peer assessment procedure given below</i>
TOTAL	100%	

* Final grades will be assigned based accumulated scores from the above components.

Reflection Assignments:

There will be eight opportunities to write a reflection paper based on topics explored in class, in the field, and in associated readings. Of the eight options for reflective papers, your grade will be based on the five best marks (5 x 10% = 50%). The assignments should be roughly two pages, typed, 12-point font, 1.5 spacing. Each paper must directly reference a specific topic from class, including all associated activities and discussions, as well as the readings assigned for that topic. The completed assignments are to be submitted on Nexus. References within each paper should be presented in either APA or Chicago styles; most importantly, regardless of preferred style, be consistent. We will discuss referencing and referencing styles briefly in class, but more information is available from the University library. After choosing a particular citation style, it is important to observe style conventions regarding punctuation, capitalization, use of initials, identification, identification of cities, etc.

The Reflection Papers will be graded (out of 10) using the following criteria:

- **Well Written (2):** The thoughts and ideas are well articulated.
- **Thoughtful (3):** The student was clearly engaged and has some compelling thoughts and take-aways related to the topic in question.
- **Pull from Multiple Resources (2):** There is evidence that the student completed the required reading, and is pulling from multiple resources (the required reading(s); the lecture; the field experience)
- **Appropriately Cited or Referenced (1):** The student is using references and in text citations when appropriate, and the reference / citation style is consistent throughout.
- **End with a Well Formulated Research Question (2):** The reflection paper should end with a research question related to the topic in question. This question should be well formulated (meaning something that we could answer with further research). Think about what you would most want to know following your introduction to the subject.

Final Deliverables:

By the end of our two weeks together, you will work in a group to produce a research proposal document, aligned with one of the disciplines and associated research methods introduced in this class. The format of this proposal will be discussed in class and will be due September 15th. In these same groups, you will also present on your research proposal (essentially a research sales pitch) in a pre-recorded power point presentation or equivalent audio / visual deliverable, due September 25th. Team members that do not participate fully, thereby placing the burden of extra work on others in the group, risk having their names omitted from the final report, and thereby gaining a mark of zero. To gauge participation, each team member will provide a brief peer-evaluation of his or her teammates' participation that will be emailed to the lead instructor (j.maillet@uwinnipeg.ca) by September 25th. A template for the peer-evaluation is given below.

Peer Assessment: Your grade for the final deliverables (Proposal and Audio/Visual Deliverable) will be adjusted based on the results of a peer assessment. Each group member must email a brief assessment of their peers, scoring them out of 100% with justification by September 25th. See example of adjustment from peer evaluation below.

Group mark = 80

Student	Vote 1	Vote 2	Vote 3	Vote 4	Average per Student	Adjustment Factor	Final Grade
Crosby	87.5	100	87.5	87.5	90.6	1.09	87.2
Stills	100	100	87.5	87.5	93.8	1.13	90.4
Nash	75	75	75	75	75.0	0.91	72.8
Young	62.5	75	75	75	71.9	0.87	69.6
				overall average =	82.8		80

**Adapted from Peer Assessment Procedure BIOL 4451*

**The number for each person in the Adjustment Factor column is the average of the four votes for that person, divided by the average of every vote cast (n = 16). This is multiplied by the Team Mark to obtain the Final Grade for each student. The average of all the final marks should be the same as the group mark. Thus, some students obtain marks greater than the group mark, and some less. These assessments are anonymous (except of course, to the instructor).*

Description of Sessions:

Downtown and the Pandemic:

In this session, we will explore the following questions:

- What was the impact of two years of pandemic on downtown Winnipeg?
- How do we measure this impact?
- Based on your observations / evaluation, what are some of the solutions for revitalization in the downtown area.

Required Readings:

Gad, G & Matthew M. (1991) "Central and Suburban Downtown" in Bunting, T Fillion P., Canadian Cities in Transition; The 21st Century, Oxford University Press, 248-274.

***Identify and Read articles about downtown in the Winnipeg Free Press or CBC news.

Exploring Research Design and Data Collection Methods through the Lens of a Pedestrian:

Students will become familiar with research design and data collection methods along with ethical considerations when conducting investigations in Human Geography. This discussion will be applied to the topic of walkability with field work consisting of administering and evaluating a walking audit. Suggested readings represent the basis for the lecture and field work.

Suggested Readings:

Montello, D. And Sutton, P. (2006). *An Introduction to Scientific Research Methods in Geography*. ** Chapters 3 and 14

<https://sk-sagepub-com.uwinnipeg.idm.oclc.org/books/an-introduction-to-scientific-research-methods-in-geography>

Tumlin, J. (2012). *Sustainable Transport Planning: Tools for Creating Vibrant, Healthy, and Resilient Communities*.** Chapter 6

<https://ebookcentral-proquest-com.uwinnipeg.idm.oclc.org/lib/uwinnipeg/detail.action?docID=817336>

AARP Walking Audit Tool Kit and Worksheets

<https://www.aarp.org/livable-communities/getting-around/aarp-walk-audit-tool-kit.html>

Urban Development in Downtown Winnipeg:

This session examines inclusion in urban development practice. How do we ensure all members of the community have an opportunity to meaningfully contribute. This is explored around the question of access to space and right to be heard. Examples are drawn from Portage Place development and the restrictions placed on the Public Library.

Dendrochronology and Forest Management:

In the morning we will travel to Assiniboine Park for a discussion with members of the Assiniboine Park Conservancy. We will also speak with industry partners undertaking a forest inventory for the park. As a class, we will explore opportunity for complimentary research, to support the ongoing work at the park, and devise a sampling plan to be undertaken in the afternoon. After lunch, we will execute our sampling plan(s) and learn to take core samples, as well as typical measurements for forest inventory.

Required Readings:

Towner, R.H. (2013) Plant Macrofossil Methods and Studies | Dendroarchaeology, *Encyclopedia of Quaternary Science (Second Edition)*, 630-636

Sheppard, P. R. (2010). Dendroclimatology: extracting climate from trees. *Wiley Interdisciplinary Reviews: Climate Change*, 1(3), 343-352

Water Sampling at Fort Whyte:

Welcome to the wonderful world of water sampling! For this session, we'll travel to FortWhyte Alive, tour some of the lakes there, and talk about some of the research questions that arise around constructed urban aquatic systems. In groups, you will design a sampling strategy and practice recording data. Please wear shoes that are comfortable for walking and clothes that are comfortable to be outside for the day (and that you don't mind if they get a bit dirty).

Drone / Remote Sensing:

This session will start with an in-class lecture on "Planning Drone Data Collection" followed by a bus trip to a park to collect drone image data. The planning lecture is divided into (a) planning the drone data collection and (b) planning the field data collection to validate the image results. The applied data collection in the field will include students deploying ground control points, using GPS units, fly the mini-drones and witnessing the flying of the large research drones by faculty and staff (that require a license to fly).

Sustainability Tour and Quantitative Data Analysis:

This will involve two discrete things. One half-day looking at campus sustainability (approx. 2 hour tour with Kyle, talk with Joe, sketching out possible ideas to help update the strategy this year. The other half of the day we will learn about qualitative data analysis.

Required Readings:

The 2017 Campus Sustainability Strategy:

https://www.uwinnipeg.ca/sustainability/docs/plans/2017_07_Sustainability_InstitutionalStrategy_V04.pdf

Appendix for the 2017 Environmental Scan & Engagement Summary:

<https://www.uwinnipeg.ca/sustainability/docs/plans/Appendix%20-%20what-we-learned.pdf>

Bryman, A., Teevan, J. J., & Bell, E. (2009). Chapter 13: Qualitative data analysis. In *Social Research Methods* (2nd Canadian ed., pp. 251-259). Don Mills: Oxford University Press. *See NEXUS

Grades:

Senate approved grades for courses include A+, A, A-, B+, B, C+, C, D, and F. The University does not have a standardized numerical grade conversion scale for each letter grade. The following numeric grading system **provides guidelines** only for the separation of letter grades in this course. These boundaries may be adjusted at the requested of the Geography Department Review Committee or University Senate. Final letter grades are based on accumulated numeric grades during the course. For this course, grade equivalents are as follows:

Percent	0-49.9	50-59.9	60-64.9	65-69.9	70-74.9	75-79.9	80-84.9	85-89.9	90-100
Letter Grade	F	D	C	C+	B	B+	A-	A	A+

Voluntary Withdrawal:

(Please refer to the 2022 - 2023 Calendar for Voluntary withdrawal procedures).

***You must formally withdraw from a course. If you simply stop going to classes, you may receive an "F" on your transcript and loss of tuition credit.*

Please note the following deadline dates for voluntary withdrawal for courses:

- Tuesday, August 29th, 2023; FINAL DATE to withdraw without academic penalty.

****Please contact the instructor before withdrawing from the course.*

COURSE POLICIES

Late Work:

Late submissions will not be accepted for grading (except in circumstances where good reason has been provided). If a deliverable is turned in late, without an appropriate reason, a grade of “zero” will automatically be assigned. If an issue arises that will prevent you from submitting a given deliverable on time, please send an email to the instructor (see emails above) as soon as possible. Permission to submit a deliverable late, and / or an alternative late penalty, will be given at the instructor’s discretion.

Other Information:

1. A permitted or necessary change in mode of delivery may require adjustments to important aspects of course outlines, like class schedule and the number, nature, and weighting of assignments and/or exams.
2. Students can find answers to frequently asked questions related to remote learning here: <https://www.uwinnipeg.ca/covid-19/remote-learning-faq.html>.
3. When it is necessary to cancel classes due to exceptional circumstances, the instructor will make every effort to inform you via uwinnipeg email, and/or using NEXUS announcements.
4. Students have the responsibility to regularly check their University of Winnipeg e-mail addresses, as well as NEXUS announcements, to ensure timely receipt of correspondence from the University and/or their course instructors.
5. Your uwinnipeg email address will normally be used for course-related correspondence.
6. Please note that withdrawing before the VW date does not necessarily result in a fee refund.
7. The first day of class is Aug 21st. Last class will be held on Sep 1st. Final Deliverables are due on September 15th and 25th.

*See <https://www.uwinnipeg.ca/academics/calendar/docs/dates.pdf> for all dates

ACADEMIC REGULATIONS, POLICIES, AND ACADEMIC INTEGRITY.

Students are encouraged to familiarize themselves with the Regulations and Policies found in the University Academic Calendar at <https://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf> Particular attention should be given to subsections 8 (Student Discipline), 9 (Senate Appeals), and 10 (Grade Appeals).

A summary of important information regarding Academic Misconduct follows. Where discrepancies exist between the text below and the Course Calendar, the Course Calendar will prevail.

Academic Misconduct

Detailed information can be found at the following:

- Academic Misconduct Policy and Procedures:
<https://www.uwinnipeg.ca/institutional-analysis/docs/policies/academic-misconduct-policy.pdf>
- <https://pace.uwinnipegcourses.ca/sites/default/files/pdfs/publications/Academic%20Misconduct%20Procedures.pdf>
- Non-Academic Misconduct Policy and Procedures:
<https://www.uwinnipeg.ca/institutional-analysis/docs/policies/student-non-academic-misconduct-policy.pdf>

Misuse of Filesharing Sites. Uploading essays and other assignments to essay vendor or trader sites (filesharing sites that are known providers of essays for use by others who submit them to instructors as their own work) involves “aiding and abetting” plagiarism. Students who do this can be charged with Academic Misconduct.

Avoiding Copyright Violation. Course materials are the property of the instructor who developed them. Examples of such materials are course outlines, assignment descriptions, lecture notes, test questions, and presentation slides—irrespective of format. Students who upload these materials to filesharing sites, or in any other way share these materials with others outside the class without prior permission of the instructor/presenter, are in violation of copyright law and University policy. Students must also seek prior permission of the instructor/presenter before, for example, photographing, recording, or taking screenshots of slides, presentations, lectures, and notes on the board. Students found to be in violation of an instructor’s intellectual property rights could face serious consequences pursuant to the Academic Misconduct or Non-Academic Misconduct Policy; such consequences could possibly involve legal sanction under the Copyright Policy (<https://copyright.uwinnipeg.ca/basics/copyright-policy.html>).

Research Ethics. Students conducting research interviews, focus groups, surveys, or any other method of collecting data from any person, including a family member, must obtain research ethics approval before commencing data collection. Exceptions are research activities done in class as a learning exercise. For submission requirements and deadlines, see <http://www.uwinnipeg.ca/research/human-ethics.html>

Plagiarism. Even unintentional plagiarism, as described in the UW Library video tutorial “Avoiding Plagiarism” (<https://www.youtube.com/watch?v=UvFdxRU9a8g>), is a form of academic misconduct. Similarly, uploading essays and other assignments to essay vendor or trader sites (filesharing sites that are known providers of essays for use by others who submit them to instructors as their own work) is a form of misconduct, as it involves aiding and abetting plagiarism. An updated and expanded U of Winnipeg

library site outlining principles of Academic Integrity can be found at <https://library.uwinnipeg.ca/use-the-library/help-with-research/academic-integrity.html>.

Academic Integrity and AI Text-generating Tools. Students must follow principles of academic integrity (e.g., honesty, respect, fairness, and responsibility) in their use of material obtained through AI text-generating tools (e.g., ChatGPT, Bing, Notion AI). If an instructor prohibits the use of AI tools in a course, students may face an allegation of academic misconduct if using them to do assignments. If AI tools are permitted, students must cite them. According to the MLA (<https://style.mla.org/citing-generative-ai/>), “you should

1. cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it
2. acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location
3. take care to vet the secondary sources it cites”

If students aren't sure whether or not they can use AI tools, they should ask their professors.

Forms of Academic Misconduct

see online: <http://uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>

- **Plagiarism:** includes presenting other people's published or unpublished work in part or as a whole as your own. This includes material from lab manuals, essays, journal articles, books, etc. Plagiarism also refers to submitting the same work in more than one course without both instructors' permission and to the situation where two or more students submit identical (or nearly identical) work for evaluation when the work was to be completed individually.
- **Cheating:** includes copying another person's answer on a test, communicating with another person during a test or exam, consulting unauthorized sources (including written and electronic sources), obtaining a copy (of all or part) of a test/exam/assignment before it is officially available, purchasing tests, essays or other assignments and submitting the work as your own.
- **Improper Academic/Research practices:** include fabricating or falsifying results, using other peoples' research findings without permission, misrepresenting research results or methods, referring to non-existent sources or investigators, or contravening the University's Policy and Procedures on Research Integrity.
- **Obstructing academic activities of another person:** for example interfering with another person's access to pertinent resources or information to gain academic advantage.
- **Impersonation:** both impersonation of another individual or allowing someone to impersonate you.
- **Falsification or Modification of an Academic Record:** including tests, transcripts, letters of permission, etc.
- **Aiding and Abetting Academic Misconduct.**

Penalties for Academic Misconduct

Penalties for academic misconduct include, but are not limited to:

- Written warning
- Lower or failing grade on an assignment or test
- Lower or failing grade in a course
- Denial of admission or readmission to the University
- Forfeiture of University awards or financial assistance
- Suspension from the University for a specified period of time
- Withholding or rescinding a U or W degree, certificate or diploma
- Expulsion from the University

Procedures for Academic Misconduct

All allegations of academic misconduct must be reported initiating a process which involves several steps. These include procedures involving the instructor of the course in which the misconduct is alleged to have occurred, the Departmental Review Committee, and the Senate Academic Misconduct Committee. Students facing a charge of academic or non-academic misconduct may choose to contact the UWSA Student Advocacy Centre where Student advocates will be available to answer any questions about the process, help with building a case and ensuring students have access to representation. For more information or to schedule an appointment, visit the UWSA website at www.theuwsa.ca/academic-advocacy or call 204-786-9780.

Non-Academic Misconduct / Respectful Learning Environment

Students are expected to conduct themselves in a respectful manner on campus and in the learning environment irrespective of platform being used. Behaviour, communication, or acts that are inconsistent with a number of UW policies could be considered non-academic misconduct. See the Respectful Working and Learning Environment Policy (<https://www.uwinnipeg.ca/respect/respect-policy.html>) and Acceptable Use of Information Technology Policy (<https://www.uwinnipeg.ca/institutional-analysis/docs/policies/acceptable-use-of-information-technology-policy.pdf>). More detailed information is outlined in the Non-Academic Misconduct Policy and Procedures: <https://www.uwinnipeg.ca/institutional-analysis/docs/policies/student-non-academic-misconduct-policy.pdf>

UNIVERSITY SERVICE INFORMATION

Accessibility Services

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 204-786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student's disability or medical condition remains confidential. <http://www.uwinnipeg.ca/accessibility>.

Indigenous Student Services

Indigenous students seeking additional supports, academic or other, are encouraged to contact the Aboriginal Student Services Centre (ASSC). The ASSC offers a variety of support services, and was created to maintain a safe, educational and culturally sensitive environment for all Aboriginal students (First Nation, Metis and Inuit) as they pursue their academic studies at The University of Winnipeg. More information can be found at: <http://www.uwinnipeg.ca/assc/>

Respectful Working and Learning Environment Policy

All students, faculty and staff have the right to participate, learn, and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect.

Academic Accommodation for Religious Reasons

Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide an opportunity for students to make up examinations without penalty. A list of religious holidays can be found at: <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>

Student Wellness

The University of Winnipeg provides comprehensive general and specialized counselling and health services to all students for free at the Wellness Centre, located on the first floor of Duckworth Centre (1D25). For more information see <https://www.uwinnipeg.ca/student-wellness/>

Privacy

Students are encouraged to familiarize themselves with their rights in relation to the collecting of personal data by the University (<https://www.uwinnipeg.ca/privacy/admissions-privacy-notice.html>), especially if Zoom is being used for remote teaching (<https://www.uwinnipeg.ca/privacy/zoom-privacy-notice.html>) and testing/proctoring (<https://www.uwinnipeg.ca/privacy/zoom-test-and-exam-proctoring.html>).

The teaching team retains the right to make changes to the above course structure and procedures as circumstances require.

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The information presented in this course is the intellectual property of the instructor(s) and is presented for the benefit of registered students only. Any audio, video, or virtual reproduction of the lectures or labs, either in whole or in part, without the express written consent of the instructor(s) is strictly prohibited.

In the event of extenuating circumstances I reserve the right to make changes to any information presented in this document, after consulting with, or with the approval of, the class. Changes in test dates require the unanimous approval of the class.