



Course Number	SUST 201	Classroom	ST 147
Course Name	Exploring Sustainability		
Pre/Co-Requisites			
Instructor	Dr. Veronica Santafe Troncoso and Christine Daly, PhD Candidate	Office Hours/Location	By appointment
	Email: veronica.santafetron@ucalgary.ca , Christine.Daly@ucalgary.ca		
Class Dates	All in-person: Tuesdays and Thursdays, Sept. 6 – Dec. 6, 11:00am to 12:15am		
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary email, and we will respond to emails sent via student's @ucalgary emails within 48 hours.		
Name and Email of Teaching Assistant(s)	Not applicable		

Course Description

Sustainability, both in theory and practice is complex and challenging, and offers a lens for understanding the world and our place in it as global citizens. This course will present a wide range of interdisciplinary perspectives from the local to the global scale on the critically important concepts that include food systems, global poverty, gender equity, water scarcity, land stewardship, and the UN Sustainable Development Goals (SDGs).

Link to the Calendar Description: <https://contacts.ucalgary.ca/info/evds/courses/f22/SUST201>

This course provides learners with a foundational understanding of sustainability and associated concepts and issues. It covers an introduction to systems thinking for which will provide a basis from which to explore sustainability issues (e.g., food & agriculture, climate change & energy), and topics (environmental justice & decolonial perspectives, planning & governance) from an interdisciplinary perspective. This content will be delivered through a range of teaching methods, including lectures, videos, discussions, and active participation in group work and learning activities, drawing on real-world examples and scenarios. Course instructors and guest speakers (including academics and professionals from different disciplines and sectors) will offer perspectives on sustainability from business, government, the not-for-profit sector, and academia. Assignments will involve both individual exercises and group work, as well as a reflective portfolio.

Course Hours: 3 (3-0; Tutorial - Lab)

Course Learning Outcomes

Upon completion of this course, students will know and be able to:

1. Effectively communicate foundational sustainability concepts and issues.
2. Formulate, articulate, and discuss values in the context of sustainability (e.g., our place in the natural world, inter and intra-generational ethics, diversity, equity and social justice)
3. Analyze real world sustainability problems, argue for how they can be meaningfully addressed, and communicate this analysis effectively visually and in writing.
4. Discuss and reflect on how they can contribute to creating a sustainable world in their personal, academic and work lives.
5. Collaborate effectively in an interdisciplinary team.

Learning Resources

Required textbook:

- Brinkmann. (2020). Environmental sustainability in a time of change. Palgrave Macmillan (Available Online through the University of Calgary Library portal).

Optional books:

- Kimmerer, R. (2013). Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants. Milkweed editions.
- Loring, P. A. (2020). Finding our niche: Toward a restorative human ecology. Fernwood Publishing.

Note: All readings and other electronic resources were approved by the University of Calgary Copyright Office.

Technology requirements: In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection
- [Student IT Resources](#)

Most current laptops will have a built-in webcam, speaker and microphone.

TOP HAT:

Top Hat is an online teaching platform that helps us as instructors to keep everyone engaged, through interactive lectures and reviews that make use of your computer or cell phone to participate in group quizzes, surveys, and so forth. The Top Hat app is available for iPhone and Android at their respective app stores. Top Hat can also be used with a laptop or tablet through their website. We will provide information regarding how to participate in class.

Link to Top Hat: [eLearn @ UCalgary](#)

MENTIMETER:

Mentimeter is an online tool that supports active learning participation, especially with a large group. It is free for students. No installations or downloads required.

Additional Classroom Conduct and Related Information

Guidelines for In Person Classes

- **Computers and phones in the classroom**

Information technologies, depending on how they are used, can be both useful and helpful, or distracting and unhelpful, in the classroom. We will, for example, be using TopHat and Mentimeter (described in the previous section), to promote active learning. However, there are many ways that cell-phone and computer use in the classroom can hurt both your learning outcomes and those of the people around you. In light of this, we ask that:

1. We recognize that laptops and smartphones can be very valuable for research and learning, and indeed, we may ask you to use these devices for specific activities (e.g., TopHat, Mentimeter). However, we ask that their use be restricted to the activities we outline.

2. We encourage you to take notes using pen and paper and discourage you from using your laptop for this purpose unless encouraged to do so. However, if you do choose or require using your laptop for this purpose, we ask that you sit in a location that will minimize the distraction from others seeing your screen (at the edges or back of the room).

For further information regarding laptop use in the classroom, and the reasons we are making these requests, please see: Sana, F., Weston, T. and Cepeda, N.J. 2012. Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers and Education*. 62: 24–31. DOI: 10.1016/j.compedu.2012.10.003

- **Guidelines for Zoom Sessions in Online Classes (If Required)**

If at some point the class needs to evolve onto online learning, students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Email about sustainability	Assignment 1 A member of your family found out you were taking a course about sustainability. They don't really understand 'sustainability', and so they sent you an email to ask about it.	15%	1 and 2

	<p>They want to know what ‘sustainability’ means and why you are studying about it.</p> <p>Write an email responding to their questions drawing on what you have learned in this course so far. Make sure to tell them what the term ‘sustainability’ and/or ‘sustainable development’ refers to and why sustainability is so important today (for you, personally, and for society at large). Make sure your answer demonstrates a systems-thinking perspective on sustainability. And these emails must include at least 2 academic resources to support your views.</p> <p>400-500 words</p> <p>DUE DATE: Thursday, Sept 29 – 11 p.m. (MT)</p>		
<p>Sustainability issues poster</p>	<p>Assignment 2</p> <p>You will be assigned to a group of three and provided a sustainability topic from the Brinkmann book (Water & Energy; Greenhouse Gas Pollution, Climate Change & Land Use Change; Pollution, Waste Management & Energy; Food, Transportation, Energy & Ecosystems), and from this your team should choose a specific sustainability issue related to the topic and create a poster about it. For example, if you are assigned ‘water,’ you might choose to write about the shrinking of the Aral Sea or long-term drinking water advisories on First Nations reserves throughout Canada. The issue your team chooses should be complex and requires a systems-thinking approach to address it. The content of poster can use the course text as a starting point, but you should also draw on additional sources.</p> <p>On your poster, you should:</p> <ol style="list-style-type: none"> 1. Summarise the issue (what is it? how is it a sustainability issue?) 2. Explain what is complex about it 3. Explain how a systems-thinking approach would help address it <p>You will present your poster at a poster fair that will take place during class time. This means you will hang your poster on a wall, and other students will have the opportunity to come and discuss the topic of your poster with you.</p> <p>When you are not presenting, your group will be given a reflective worksheet to fill in based on what you learned from the posters and other students. You will then use these reflective worksheets for the first component of your reflective portfolio (Assignment 4).</p>	<p>25%</p>	<p>1,2, 3, 5</p>

	DUE DATE: Your assigned date, either October 13, 18 or 20, by 11 a.m. (MT)		
Book Review	<p>Assignment 3</p> <p>Choose one of the following books to read and with a partner co-create a book review of it.</p> <p>Option 1.</p> <p>Kimmerer, R. (2013). <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>. Milkweed editions.</p> <p>Option 2.</p> <p>Loring, P. A. (2020). <i>Finding our niche: Toward a restorative human ecology</i>. Fernwood Publishing.</p> <p>Review must be done in pairs to motivate collaboration and interdisciplinary work. This book review must have 2 sections: written and graphic parts.</p> <p>The written part is 3-4 pages that follows a traditional format of a book review. This part should place the book in a broader body of scholarly work and should offer analytical criticism of the author's ideas.</p> <p>The graphic part promotes alternative and creative ways to report on the main ideas and insights that you get after reading a book.</p> <p>DUE DATE: Tuesday Nov 29 – 11 p.m. (MT)</p>	30%	1, 2, 3, and 5
Reflective & Action Portfolio	<p>Assignment 4</p> <p>Create a digital portfolio approx. 5-6 pages, which must include the following 4 components.</p> <ol style="list-style-type: none"> 1. Reflection on sustainability issues from poster fair (includes completed worksheets in an appendix) 2. Sustainability Tool Kit for your discipline 3. Sustainability Tool Kit for your home 4. Reflection on emotions in the face of unsustainability <p>A sustainability Tool Kit is a list of resources that you would include if you had to teach a sustainability workshop for your colleagues in your field, or to your family and/or friends. Template for this toolkit, guiding questions for the reflections and a rubric will be provided during class.</p>	30%	1,2, and 4

	DUE DATE: Tuesday, Dec 6. - 11 p.m. (MT)		
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Assessment and Evaluation Information

Attendance and Participation Expectations:

No formal participation or attendance grade, however, materials in lectures by instructors, guest lecturers, and readings will be crucial for course success.

Participation in any group work will be carefully monitored by the instructor to ensure a full contribution by all group members. Group contracts will be developed at the start of a project to support effective cooperation and professionalism of its members. Any group issues/problems are first to be addressed by the processes outlined in the group contract. If you feel those issues/problems require additional attention they should be reported either by private appointment or via email to the instructor in order to find a constructive solution as quickly as possible.

Guidelines for Submitting Assignments:

You are required to submit all assignments electronically through D2L at <https://d2l.ucalgary.ca/d2l/home>. You will also be required to submit a poster in class for assignment 2.

Final Examinations:

There is no final examination. Participants will be evaluated on the basis of a series of course assignments as outlined in the Assessment Components.

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

Late Assignments:

Late assignments will receive a 10% deduction for each day it is late for up to and including 4 days past the deadline. After 4 days, late assignments will not be accepted except for medical or compassionate grounds (such as a death in the family or a sick child) or unless there is a formal accommodation letter provided to the instructor at the beginning of the term.

Criteria that must be met to pass: All assignments must be completed in order to pass the course.

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	92.5-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	85-92.49	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	80-84.99	Very good performance
B+	3.30	3.15-3.49	76-79.99	Good performance
B	3.00	2.85-3.14	73-75.99	Satisfactory performance
B-	2.70	2.50-2.84	70-72.99	
C+	2.30	2.15-2.49	66-69.99	
C	2.00	1.85-2.14	63-65.99	
C-	1.70	1.50-1.84	60-62.99	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation
Undergraduate faculty regulations				
D+	1.30	1.15-1.49	56-59.99	
D	1.00	0.50-1.14	50-55.99	Minimal pass-marginal performance
F	0.00	0-0.49	0-49.99	Fail – unsatisfactory performance or failure to meet course requirements

Reference: **University of Calgary: F.1.1 Undergraduate Grading System (ucalgary.ca)**

Topic Areas & Detailed Class Schedule*

Course Schedule Date	Topic	Assignments/Due Dates
Tuesday, Sept. 6	Instructors and course introductions	
Thursday, Sept 8	What is sustainability?	Required reading Purvis, Mao, Y., & Robinson, D. (2018). Three pillars of sustainability: in search of conceptual origins. <i>Sustainability Science</i> , 14(3), 681–695. https://doi.org/10.1007/s11625-018-0627-5
Tuesday, Sept 13	Historical Considerations in Sustainability	Required reading CHAPTER 2. Brinkmann, R. (2020). <i>Environmental sustainability in a time of change</i> . Palgrave Macmillan Further reading Caradonna J. (2014). <i>Sustainability a history</i> . Oxford University Press
Thursday, Sept 15	Academic sources and communicating sustainability	
Tuesday, Sept 20	Understanding natural systems	Required reading CHAPTER 3. Brinkmann, R. (2020). <i>Environmental sustainability in a time of change</i> . Palgrave Macmillan
Thursday, Sept 22	Thinking in systems: An overview	Required reading Kim, D. (1999). Introduction to Systems Thinking. https://thesystemsthinker.com/introduction-to-systems-thinking/ Firth, S. C. (n.d.). <i>Making Sense of Complexity</i> https://www.csh.ac.at/complexity-science/a-comic-explaining-complexity/

Tuesday, Sept 27	Thinking in systems: Key concepts & complexity	<p>Required reading</p> <p>CHAPTER 4. Brinkmann, R. (2020). <i>Environmental sustainability in a time of change</i>. Palgrave Macmillan</p>
Thursday, Sep 29	Thinking in systems: Mapping relationships	<p>Required reading and film watching</p> <p>The systems thinker (2011). Guidelines for drawing causal loop diagrams. 22(1), 5-7. https://thesystemsthinker.com/wp-content/uploads/pdfs/220109pk.pdf</p> <p>D.W.D. (2022, March 20). <i>Our drinking water - Is the world drying up?</i> DW Documentary. Youtube. https://youtu.be/t6sg2C-jqw</p> <p>ASSIGNMENT 1 DUE DATE</p>
Tuesday, Oct. 4	Understanding change: An overview	<p>Required reading</p> <p>Oberlack, C., Breu, T., Giger, M., Harari, N., Herweg, K., Mathez-Stiefel, S. L., ... & Tribaldos, T. (2019). Theories of change in sustainability science: understanding how change happens. <i>GAIA-Ecological Perspectives for Science and Society</i>, 28(2), 106-111.</p> <p>Belcher, B., Claus, R., Davel, R., Jones, S., & Ramirez, L. (2019). Research Theory of Change: A Practical Tool for Planning and Evaluating Change-oriented Research. <i>Research Effectiveness</i>.</p> <p>Meadows, D. (1999). <i>Leverage points: Places to Intervene in a System</i>. http://drbalcom.pbworks.com/w/file/35173014/Leverage_Points.pdf</p> <p>Further reading</p> <p>Reinholz, D. L., & Andrews, T. C. (2020). Change theory and theory of change: what's the difference anyway? <i>International Journal of STEM Education</i>, 7(1), 1-12. (see table 1)</p>
Thursday, Oct. 6	Understanding change: Resilience	<p>Required reading</p> <p>Simonsen, S. H. et al. (2015). Applying resilience thinking: Seven principles for building resilience in social-ecological systems. Stockholm Resilience Centre.</p>
Tuesday, Oct. 11	New ways of understanding sustainability in the Twenty-First Century	<p>Required reading</p> <p>CHAPTERS 7 & 8. Brinkmann, R. (2020). <i>Environmental sustainability in a time of change</i>. Palgrave Macmillan</p>

Thursday, Oct. 13	<p>Sustainability issues: Poster fair (energy & water)</p> <p>Sustainability issues: Poster fair (Pollution, Waste Management, Energy)</p>	<p>Required reading</p> <p>CHAPTERS 9 & 11. Brinkmann, R. (2020). <i>Environmental sustainability in a time of change</i>. Palgrave Macmillan</p>
Tuesday, Oct. 18	<p>Sustainability issues: Poster fair (food, transportation, energy, ecosystems)</p>	<p>Required reading</p> <p>CHAPTER 12. Brinkmann, R. (2020). <i>Environmental sustainability in a time of change</i>. Palgrave Macmillan</p>
Thursday, Oct. 20	<p>Sustainability issues: Poster fair (greenhouse gas pollution, climate change, land use change)</p>	<p>Required reading</p> <p>CHAPTER 10. Brinkmann, R. (2020). <i>Environmental sustainability in a time of change</i>. Palgrave Macmillan</p>
Tuesday, Oct. 25	<p>Data for Environmental Sustainability</p>	<p>Required reading</p> <p>CHAPTER 5. Brinkmann, R. (2020). <i>Environmental sustainability in a time of change</i>. Palgrave Macmillan</p>
Thursday, Oct. 27	<p>Reporting and measuring sustainability in the University of Calgary and City of Calgary</p>	<p>Required reading</p> <p>Sustainable Calgary (2020). <i>2020 State of Our City Report</i>.</p> <p>Further material</p> <p>Ghitter and Keough (2021). <i>Sustainability Matters: Prospects for a Just Transition in Calgary, Canada's Petro-City</i>.</p>
Tuesday, Nov. 1	<p>Ecological footprint</p>	<p>Required reading</p> <p>Wacjernagek et al., 2019. Ecological Footprint: PART 1: Chapter 1 to 5.</p>
Thursday, Nov. 3	<p>Environmental justice</p>	<p>Required reading</p> <p>Ingrid Waldron (2018) Re-thinking waste: mapping racial geographies of violence on the colonial landscape, <i>Environmental Sociology</i>, 4:1, 36-53, DOI: 10.1080/23251042.2018.1429178</p>

		L'Hommecourt et al. 2022. A Two-Roads Approach to Co-Reclamation: Centring Indigenous voices and leadership in Canada's energy transition. https://climateinstitute.ca/publications/two-roads-approach-to-co-reclamation/
TERM BREAK – NO CLASSES (NOV. 6-12)		
Tuesday, Nov. 15	Decolonial perspectives	<p>Required reading Escobar, A. (2015). Degrowth, post-development, and transitions: a preliminary conversation. <i>Sustainability Science</i>, 10(3), 451-462.</p> <p>Further reading</p> <ul style="list-style-type: none"> • POEM: Gesturing towards decolonial future. 2018. Wanna be an ally? https://decolonialfutures.net/portfolio/wanna-be-an-ally/ • Elwood et al. 2019. Towards Braiding. https://musagetes.ca/wp-content/uploads/2019/07/Braiding_ReaderWeb.pdf
Thursday, Nov. 17	Sustainability Planning and Governance	<p>Required reading CHAPTER 6. Brinkmann, R. (2020). <i>Environmental sustainability in a time of change</i>. Palgrave Macmillan</p>
Tuesday, Nov. 22	Sustainability and Economy	<p>Required reading Raworth, K. (2017). Why it's time for Doughnut Economics. <i>IPPR Progressive Review</i>, 24(3), 216-222.</p> <p>Stahel, W. R. (2016). The circular economy. <i>Nature</i>, 531(7595), 435-438.</p> <p>Further reading Miller, E. (2010). Solidarity economy: Key concepts and issues. <i>Solidarity economy I: Building alternatives for people and planet</i>, 25-41.</p>
Thursday, Nov. 24	Corporate and Organizational Sustainability Management	<p>Required reading Pucker, K. P. (2021). Overselling sustainability reporting. <i>Harvard Business Review</i>, 99(3), 134-143.</p>
Tuesday, Nov. 29	Book Review Discussion: BOOK 1	<p>Required readings Kimmerer, R. (2013). <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>. Milkweed editions.</p>

		<p>Loring, P. A. (2020). <i>Finding our niche: Toward a restorative human ecology</i>. Fernwood Publishing.</p> <p>ASSIGNMENT 3 DUE DATE</p>
Thursday, Dec. 1	Book Review Discussion: BOOK 2	<p>Required readings</p> <p>Kimmerer, R. (2013). <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>. Milkweed editions.</p> <p>Loring, P. A. (2020). <i>Finding our niche: Toward a restorative human ecology</i>. Fernwood Publishing.</p>
Tuesday, Dec. 6	Emotions in the face of sustainability	<p>Required reading</p> <p>Hickman, C., Marks, E., Pihkala, P., Clayton, S., Lewandowski, R. E., Mayall, E. E., ... & van Susteren, L. (2021). Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey. <i>The Lancet Planetary Health</i>, 5(12), e863-e873.</p> <p>Ojala, M. (2020). When young people worry about climate change. <i>Tomorrow's Earth Stewards</i> (online journal Tufts University USA). http://oru.diva-portal.org/smash/get/diva2:1459692/FULLTEXT01.pdf</p> <p>Further material</p> <p>Ecoanxious.ca</p> <p>Explore Climate Stories and Resources pages.</p> <p>ASSIGNMENT 4 DUE DATE</p>
END OF CLASSES – DEC 7		

*Potentially subject to change with sufficient notice

Guidelines for Zoom Sessions

We do not expect to have classes on line. However, if we are required to move online here are the University of Calgary Zoom Guidelines.

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Special Budgetary Requirements

All reading materials are publicly available through the University of Calgary library, but you may choose the option to purchase course readings if you want the materials post-graduation. There is one exception. You are required to purchase either Kimmerer (2013) or Loring (2020) for a fee (<\$30).

University of Calgary Policies and Supports

COVID-19 PROCEDURE FOR SICK STUDENTS: <https://www.ucalgary.ca/risk/covid-19-procedure-for-sick-students>

UNIVERSITY OF CALGARY COVID-19 UPDATES: <https://www.ucalgary.ca/risk/emergency-management/covid-19-response>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor (contact information on first page above).

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior that compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website

at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

COPYRIGHT LEGISLATION:

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and the requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of

unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (<https://www.ucalgary.ca/pubs/calendar/current/i-3.html>) which describes how to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk