

Crime and Punishment II: Police, Corrections, and Rehabilitation

Prof.: Dr. Julian Hermida

Course number: SOCI 2087 E

Teaching hours: Tuesdays and Thursdays 4.00 pm

Term: Winter

Office: NW 206B

Tel.: 949-2301 ext. 4317

Office hours: Tuesdays from 2.30 to 4.00 pm, Thursdays from 2.30 to 4.00 pm,
Wednesdays from 4 to 7 pm, and by appointment.

Email address: julian.hermida@algonau.ca

COURSE DESCRIPTION

This course is an exploratory journey into the uniquely thrilling world of Criminal Justice.

We will immerse in a captivating examination of Criminal Justice institutions, such as the courts, police, corrections, and parole boards.

We will critically evaluate rehabilitation policies and programmes and we will explore the problems faced by minorities in the Canadian Criminal Justice system. This course provides a sound basis for further study in the area of Criminal Justice.



LEARNING OUTCOMES

(formerly known as learning objectives (goals) of the course)

If you actively engage in this journey, upon its successful completion you will be able to:

- Identify the main features of the Canadian Criminal Justice system.
- Explain the main models of Criminal Justice.
- Apply Criminal Justice knowledge and theories to a myriad of contemporary criminal problems.
- Critically reflect on media reports and cultural products concerning crime and Criminal Justice.
- Demonstrate appreciation for the problems faced by victims, particularly female, aboriginal, and from other minorities, in the Canadian Criminal Justice system.
- read academic texts on Criminal Law deeply; and Communicate effectively, both orally and in writing, basic arguments on Criminal Justice.

METHODOLOGY

We will resort to a myriad of exciting activities, which will include group discussions, Socratic dialogues, cooperative group problem solving, games, analysis of video segments depicting scenes relevant to Criminal Justice issues, debates, construction of web sites, interpretation and production of audiovisual materials, group presentations, and analysis of legal and sociolegal texts from all over the world. I have also prepared reading guides



to help you navigate through the texts and to help you focus on the fundamental issues of each text.

A CONVERSATION ABOUT YOUR LEARNING AND DISCOVERIES

(Formerly known as method of evaluation)

Throughout our journey of discovery, we will stop several times so that we can talk about your learning. I will be providing you with formative feedback along the way. There will be plenty of opportunities to experiment, try, fail, and receive formative feedback in advance of and separate from summative evaluation. I will also help you develop the metacognitive tools and strategies so that you can assess your own learning progress.



By the end of this journey, you will have showed me what you have taken out of it, what you have learned, and how your thinking has changed. I will be particularly interested in seeing how well you have achieved the journey outcomes. I will want to see if you can perform the learning outcomes in a way which shows creativity, originality, and critical thinking skills, ideally beyond information given in the course.

I will assess the evidence you will show me holistically and synoptically, and I will make a judgment about whether you have attained the intended journey outcomes, and if so –to what level. I will assess your evidence qualitatively and in its entirety –not by adding marks to its various parts. I will be interested in knowing how well you have learned and not how much. My judgement –like any judgement or assessment- will be subjective, but let me assure you that it will not be arbitrary. It will be based on my expertise as both a legal scholar and a teacher, not unlike a juror at a film festival judges films, or a curator judges pictures for a museum exhibition. For this purpose, I will judge the quality of your

learning against criteria based on John Bigg's Solo Taxonomy, which I have posted on the course website and which I will explain extensively in class. To communicate my judgment in a clear way, I will resort to several means, including rubrics.

In order to comply with University policy, which requires a final global examination and some kind of partition of the summative assessment, I have divided the assessment in three parts, even if I do not believe in fragmenting knowledge and assessment. So, I will be assessing how well you have achieved the intended learning outcomes through your active class participation, which is worth 50% of your final grade, an in-class test worth 20% of the final grade, and the global-take home evaluation, which is worth 30%. This syllabus includes a chart that translates the SOLO taxonomy levels into grades according to University policy.

Class participation

Class participation is the single most important aspect of the course. You are expected to actively participate in every class with a positive attitude and to treat your classmates and teacher with respect. You are expected to get actively involved with the class activities, to critically analyze the proposed problems and situations, to actively participate in small group discussions, to contribute your analysis to the whole class, and to complete all reading and written assignments. You will also conduct oral presentations throughout the course. Class participation also entails asking meaningful questions in the lectures, answering questions, and volunteering comments related to the content of the lectures and the class activities. I will also call on you throughout the course to answer questions or to provide your opinion. We will resort to a broad range of class activities. Some will be conducted individually and others in small groups. Each of you is expected to write down your answers to the class activities, even if you work in small groups, and to keep all activities. You also need to keep record of your oral interventions at the small and whole group levels. A reflective journal is an ideal tool to do this. Many class activities will include the writing and editing of short essays. Other activities will deal with projects and audiovisual presentations. You are expected to be prepared for every class, i.e., you need to do the required readings for each class, and to complete the

reading guides and other homework assignments, which you must bring to class. You must also bring a printed copy of the class activities or your laptop to class, as well as the textbook, the journal articles, the course outline, record of your oral interventions, and your class notes to work on the class activities. You have to keep all your class activities, together with these materials, in a portfolio. You have to bring the portfolio to every class. You will not be able to participate when you do not bring these materials to class, as you will be unable to work. Even if you have a laptop, you must also bring a notebook and pens and be prepared to hand in written class assignments to me when required.

On several occasions throughout the course, I will ask you to hand in the class activities or the entire portfolio for me to give you formative feedback. You are required to take the initiative and come to my office during my office hours to discuss your class performance several times throughout the course. Your class participation must reflect that you have done the required readings and that you have thought about what you read. Simply talking in class is not enough to get a good grade under this evaluation component. But, if you do not talk and participate in class, you will not receive any credit at all. Please note that the written assignments and reading quizzes are conceived to help you prepare to talk in class and fully participate in the class activities. **You will not get a passing grade under class participation if you only do the written assignments but do not contribute to class discussions and class activities.** I expect that active class participation will foster, among many other skills, your oral communication and presentation skills. Class attendance is a prerequisite to obtain the corresponding percentage of the grade under this category. I will evaluate your participation every class. If you miss class you will not receive any kind of credit for that missed class regardless of the reason for your absence, even if you decide to complete the written class activity.

Evaluation criteria for class participation

I will assess whether and how well you have achieved the learning outcomes of the course for the class participation component of the grade according to the following five levels of John Bigg's Solo taxonomy.

Pre-structural

The student does not participate actively in most classes. The student does not show that he/she has read the assigned texts. The student does not participate in an appropriate manner that contributes to class discussions and does not show a positive attitude toward his or her classmates, the instructor, and the activities. The student does not work in small groups and does not volunteer to lead activities, debates, and debriefs. The student seldom asks questions in class.

The student responses to the class activities contain irrelevant information and they miss the point. The responses have no logical relationship to the question. The student gives bits of unconnected information, which have no organization, and make no sense. The student does not make connections to the theoretical issues, readings, class discussions, and class activities done throughout the course. The response to the class activities does not show an understanding of the issues dealt with.

Unistructural

The student participates actively in most classes. In most classes, the student shows that he/she has read the assigned texts. The student generally participates in an appropriate manner that contributes to class discussions and shows a positive attitude toward his or her classmates, the instructor, and the activities. The student works in small groups, but does not always volunteer to lead activities, debates, and debriefs. The student sometimes asks useful questions that contribute to the development of the class and fosters collective understanding or usually asks simple questions that do not contribute to the development of the class.

The student responses to the class activities contain one relevant item, but they miss others that might modify or contradict the response. There is a rapid closure that oversimplifies the Criminal Justice issue or problem. The student makes simple and obvious connections to some of the theoretical issues, readings, class discussions, and class activities done throughout the course, but the significance of the connections is not demonstrated. In most class activities, the student can identify and list the Criminal Justice issues or questions presented in class. The response to the class activities does not show an understanding of the issues dealt with or it demonstrates only a very superficial understanding.

Multi-structural

The student participates actively and meaningfully in most classes. In most classes, the student shows that he/she has read the assigned texts and that he/she has reflected about the required readings. The student participates in an appropriate manner that contributes to class discussions and shows a positive attitude toward his or her classmates, the instructor, and the activities. The student works productively in small groups and volunteers to lead activities, debates, and debriefs on most classes. The student generally asks useful questions that contribute to the development of the class and fosters collective understanding.

The student responses to the class activities contain several relevant items, but only those that are consistent with the chosen conclusion are stated, and the significance of the relationship between connections is not always demonstrated. Closure in the class activities is generally selective and premature. The student makes a number of connections to theoretical issues, readings, class discussions, and class activities done throughout the course, but the meta-connections between them are missed, as is their significance for the whole. In most class activities, the student can enumerate, describe, combine, and list the Criminal Justice issues or questions presented in class. The student uses some of the relevant data.

Relational

The student participates actively and meaningfully in every class. The student shows every class that he/she has read the assigned texts quite deeply and that he/she has critically reflected about the required readings. The student participates in an appropriate manner that contributes to class discussions and shows a positive attitude toward his or her classmates, the instructor, and the activities. The student works productively in small groups and volunteers to lead activities, debates, and debriefs every class or most classes. The student asks useful questions that contribute to the development of the class and fosters collective understanding.

The student makes connections to theoretical issues, readings, class discussions, and class activities done throughout the course. In general, students demonstrate the relationship between connections and the whole. In every class activity, the student can focus on several relevant aspects, but these aspects are generally considered independently. Response to the class activities is a collection of

multiple items that are not always related within the context of the exercise. In all class activities, the student is able to classify, compare, contrast, combine, enumerate, explain causes, and analyze the Criminal Justice issues or questions presented in class. The student uses most or all of the relevant data, and he/she resolves conflicts by the use of a relating concept that applies to the given context of the question or problem.

Extended abstract

The student participates actively and meaningfully in every class. The student shows every class that he/she has read the assigned texts deeply and that he/she has critically reflected about the required readings. The student participates in an appropriate manner that contributes to class discussions and shows a positive attitude toward his or her classmates, the instructor, and the activities. The student works productively in small groups and volunteers to lead activities, debates, and debriefs every class. The student asks useful questions that contribute to the development of the class and fosters collective understanding.

The student makes connections not only to theoretical issues, readings, class discussions, and class activities done throughout the course but also to issues, theories, and problems beyond information arising from class. In every class activity, the student shows the capacity to theorize, generalize, hypothesize, and reflect beyond the information given. The student even produces new relevant hypotheses or theories. In every class, the student can link and integrate several parts, such as class activities, readings, class discussions, and theories, into a coherent whole. The student links details to conclusions and shows that he/she understands deeply the meaning of issues and problems under analysis. The student questions basic assumptions, and gives counter examples and new data that did not form part of the original question or problem.

CLASS-ROOM TEST

The class-room test will aim at testing functional knowledge of the problems and issues discussed in class.

GLOBAL TAKE-HOME EVALUATION

The purpose of the global take-home evaluation is to assess whether and how well you have achieved the intended learning outcomes. The global take-home examination will be distributed as determined in the class schedule below and you will have to submit it in class on **April 1, 2010**.

Evaluation criteria for the final take home evaluation and for the in-class test

I will resort to the Solo taxonomy to judge how well you have achieved the learning outcomes in the final take-home evaluation and the in-class test.

Pre-structural

The student responses to questions and problems contain irrelevant information and they miss the point. The responses have no logical relationship to the question. The student gives bits of unconnected information, which have no organization, and make no sense. The student does not make connections to the theoretical issues, readings, class discussions, and class activities done throughout the course. The response to the questions and problems does not show an understanding of the issues dealt with.

Unistructural

The student responses to the questions and problems contain one relevant item, but they miss others that might modify or contradict the response. There is a rapid closure that oversimplifies the Criminal Justice issue or problem. The student makes simple and obvious connections to some of the theoretical issues, readings, class discussions, and class activities done throughout the course, but the significance of the connections is not demonstrated. The student can identify and list the Criminal Justice issues or questions discussed in class. The responses do not show an understanding of the issues dealt with or it demonstrates only a very superficial understanding.

Multi-structural

The student responses to questions and problems contain several relevant items, but only those that are consistent with the chosen conclusion are stated, and the significance of the relationship between connections is not always demonstrated. Closure is generally selective and premature. The student makes a number of connections to theoretical issues, readings, class discussions, and class activities done throughout the course, but the meta-connections between them are missed, as is their significance for the whole. The student can enumerate, describe, combine, and list the Criminal Justice issues or questions presented in class. The student uses some of the relevant data.

Relational

Response to the questions or problems is a collection of multiple items that are not always related within the context of the exercise. The student is able to classify, compare, contrast, combine, enumerate, explain causes, and analyze the Criminal Justice issues or questions presented. The student uses most or all of the relevant data, and he/she resolves conflicts by the use of a relating concept that applies to the given context of the question or problem. The student makes connections to theoretical issues, readings, class discussions, and class activities done throughout the course. In general, students demonstrate the relationship between connections and the whole. The student can focus on several relevant aspects, but these aspects are generally considered independently.

Extended abstract

The student makes connections not only to theoretical issues, readings, class discussions, and class activities done throughout the course but also to issues, theories, and problems beyond information arising from class. The student shows the capacity to theorize, generalize, hypothesize, and reflect beyond the information given. The student even produces new relevant hypotheses or theories. The student can link and integrate several parts, such as class activities, readings, and theories, into a coherent whole. The student links details to conclusions and shows that he/she understands deeply the meaning of issues and problems under analysis. The student questions basic assumptions, and gives counter examples and new data that did not form part of the original question or problem.

CONVERSION OF GRADING SYSTEM

In order to facilitate the reading of the SOLO taxonomy, and in order to comply with University policy, the following chart translates the SOLO taxonomy's five levels into the University grading scheme.

SOLO Taxonomy	Grade	Percentage of Grade Value	Definition	
Extended abstract	A	80-100	Exceptional Performance	Comprehensive knowledge in depth of the principles and materials treated in the course, fluency in communicating that knowledge and originality and independence in applying material and principles.
Relational	B	70-79	Good Performance	Thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively.
Multistructural	C	60-69	Satisfactory Performance	Basic understanding of the breadth of principles and material treated in the course and an ability to apply and communicate that understanding competently.
Unistructural	D	50-59	Minimally Competent Performance	Adequate understanding of most principles and material treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding.
Pre-structural	F	0-49	Inadequate Performance	Inadequate or fragmentary knowledge of the principles and material treated in the course, or failure to complete the work

				required in the course.
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Please note that in many cases, you may perform at a level in some aspects of a certain evaluation component of the course and at a different level in other aspects. In those cases, for the purpose of the summative assessment, I will determine which level is most representative of your learning. Strategic answers and interventions will be considered at the surface level, i.e., unistructural or multistructural.

ITINERARY
(formerly known as course outline by week)



Class	Topics	Readings
Class 1 Jan 5	Introduction and orientation	Course outline Course website FAQ
Class 2 Jan 7	Criminal Justice agents (formal and informal) Prosecution standards	Chapter 5 up to page 216 from Canadian Criminal Justice book

	Police discretion	
Class 3 Jan 12	Crime control vs. Due process	Crime Control vs. Due Process: “Two Models of the Criminal Process”, from The Limits of the Criminal Sanction by Herbert L. Packer
Class 4 Jan 14	Crime control vs. due process	Crime Control vs. Due Process: “Two Models of the Criminal Process”, from The Limits of the Criminal Sanction by Herbert L. Packer
Class 5 Jan 19	Victims Governmental response	pages 72 to 86 and 216 to 229 from Canadian Criminal Justice book
Class 6 Jan 21	Victims	pages 72 to 86 and 216 to 229 from Canadian Criminal Justice book
Class 7 Jan 26	Sentencing	Chapter 6 from Canadian Criminal Justice book
Class 8 Jan 28	Sentencing	Chapter 6 from Canadian Criminal Justice book
Class 9 Feb 2	Restorative Justice Police	Four Models by Kent Roach (pages 41 to 45 from Canadian Criminal Justice book
Class 10 Feb 4	Restorative Justice	Four Models by Kent Roach (pages 41 to 45 from Canadian Criminal Justice book
Class 11 Feb 9	Parole	Chapter 8 from Canadian Criminal Justice book
Class 12 Feb 11	Parole	Chapter 8 from Canadian Criminal Justice book
Class Feb 23	Aboriginal people and CJ	Aboriginals and Criminal Justice: Aboriginal Peoples and the Criminal

		Justice System and Exploring Criminal Justice and the Aboriginal Healing Paradigm by Rupert Ross
Class 14 Feb 25	Child pornography	Child Pornography in Canada and the United States: The Myth of Right Answers by Travis Johnson
Class 15 March 2	Child pornography	Child Pornography in Canada and the United States: The Myth of Right Answers by Travis Johnson
Class 16 March 4	Police powers	Chapters 3 and 4 from Canadian Criminal Justice book
Class 17 March 9	Review for test	
Class 18 March 11	In-class test	
Class 19 March 16	Gangs Classification	
Class 20 March 18	Make-up/rewrite	
Class 21 March 23	Gangs	
Class 22 March 25	Distribution of global-take home	
Class 23 March 30	Consultation and feedback	
Class 24 April 1	Submission of global-take home	

RESOURCES

The following book is required: Canadian Criminal Justice Today: A Primer, 3rd edition, by Curt T. Griffiths and Alison Hatch Cunningham (Toronto: Nelson Thomson Learning, 2007) ISBN 0176407154.

In addition, you will need to read all the articles listed above deeply. You are responsible to get them from the Library databases. You must read these texts and any other text which you may find it necessary to understand the topics and to prepare to participate in class. A web site is available at <http://www.julianhermida.com>. You will be able to explore and consult the reading guides, class activities, and other useful information. I am here to guide you all throughout this journey of discovery. Think of me as your expedition experienced companion, i.e., someone who has travelled this route several times before, but is still amazed at the wonders discovered along the route.

RULES AND POLICIES

The journey may only be successful if you engage in it; and if you work honestly and enthusiastically. Since this is a collective journey, you also need to follow certain rules and policies so that the journey will be fair to all. Here are the rules and policies. They may sound strict. They are. But, trust me, they have been conceived so that the journey is as smooth and productive as possible.

WEB SITE

A web site for the course is available at <http://www.julianhermida.com>. You will be able to consult the course outline, test bank, class activities, reading guides, and other useful information. There is an additional website at the University CMS, which will become operational in the unlikely event of University closure due to a pandemic or similar event. **You must regularly check both the course website and your Algoma U email account. In case of a swine flu pandemic, you must also check the University CMS site regularly.**

OFFICE HOURS POLICY

I do hope you will visit during my office hours. Come individually or with friends. It is a chance to get to know each other and to talk about the course, assignments, tests, study strategies, or whatever else you would like to discuss. I am also available to write letters of reference and to help you plan for future graduate studies or a professional career. Also, if you find yourself having difficulty with anything in the course, please do come. But, remember, you do not have to have a problem to visit. If my office hours are impossible for you, please let me know so that we can make an appointment for another time. In addition to regular office hours and seeing me by appointment, I will every so often end class 5 minutes early, and invite students who have questions to meet with me right then and there.

WRITTEN ASSIGNMENT POLICY

Unless otherwise authorized by me in writing, all writing assignments must be submitted personally in hard copy IN CLASS on the due date. For further clarification, written assignments submitted to the Faculty Secretaries, left in my mailbox, sent by email, or slid under my office door, will not be accepted for marking, and you will not receive any credit. Unless I have approved an extension in writing, at my discretion, written assignments submitted after the deadline will either not be accepted for marking, or will be accepted for marking with late penalties. Late penalties will be as followed. If the written assignment is submitted the class following the deadline, a 25% late penalty will be deducted from the mark. A 50% late penalty will be applied to those assignments submitted two classes after the deadline, and no mark will be given if submitted after two classes following the deadline. In those exceptional cases where I grant an extension, you will have to submit your assignment personally IN CLASS on the new specified date. I will return all written assignments as soon as possible given the number of students registered in the course. Whenever feasible, I will try to return tests and other written assignments the class following the scheduled date for the test or the deadline for submission, respectively. You are expected to get the assignments back from me that class. If you did not come to class, you will have to come to my office during my office hours to get your test or written assignment back. I will presume you did not attend class if you did not get your assignment from me when I distributed them. It is your responsibility to keep a backup copy of each assignment that you submit.

UNIVERSITY ATTENDANCE POLICY

The general regulations of the university require punctual and regular attendance at the various academic exercises. If there are extenuating circumstances related to an absence, the instructor should be notified in writing. Absences in excess of 20% may jeopardize receipt of credit for the course. **Given the nature of the course, I will strictly enforce this policy.**

ATTENDANCE POLICY FOR THIS COURSE

Your presence and participation in every class are an essential part of the learning process for you and your classmates. Therefore, attendance will be taken at all classes and is mandatory. I will take attendance in a variety of ways, including, sign-up sheets, submission of written activities, and return of assignments. I may also simply write down the names of those students that I noticed that were absent. Arriving late or leaving early without a proper justification will count as an absence. Forgetting to sign the attendance sheet will constitute an absence. **Students that have an absence in more than 20% of the classes will NOT receive credit for this course regardless of the reason for the absence**, including without limitations absences due to medical reasons, sports competitions, and employment obligations. If you missed classes because you were not registered in the course, those classes that you missed will count as absences in order to calculate this 20% rule. This is because I firmly believe that the class constitutes a unique learning environment and most of what you will learn takes place in class, not in solitude. So missing classes –for whatever reason- will hurt your scholastic performance. For further clarification, participation in sports competitions does not exempt you from attending class or for complying with other course requirements. If your sports activities prevent you from regularly attending class, please consider dropping this course as your grade may be seriously affected. Again, this is so because the course is conceived so that you will learn collaboratively with your colleagues and with my guidance. As a matter of courtesy, I may permit a student athlete to write a test on a different day if there is a conflict with one of their sports obligations, provided the student has regularly worked hard in class. But, this will be considered on a case-by-case basis. I will not normally authorize you to reschedule more than one test in the course. I will not authorize student athletes or any other student to reschedule, or extend the deadline for, the final global take-home. **Under no circumstances will a student that missed a class receive credit under the class participation evaluation component for that class.** Written class activities not done in class on the day originally conducted will not be rescheduled or

accepted for marking. Homework assignments not submitted personally in class on the due date will not be accepted for marking either.

PRIVILEGES: EXTENSIONS, WAIVERS, AND OTHER AUTHORIZATIONS

Extensions, waivers, reschedules, rewrites, make-ups, and extra-credit activities are considered privileges, given on a case by case basis and as a matter of courtesy. For further clarification, I may or may not grant them or I may grant them to some students and not to others, depending on a number of factors. In general, I will only grant privileges in exceptional circumstances. The following are examples of circumstances that may never be considered exceptional: internet outages, computer or printing problems, compliance with a job supervisor's request to do overtime or an extra shift, or sports commitments. You must plan ahead in order to comply with all the course requirements. This means, among other things, not starting your work the night before the deadline. You must request a privilege in writing. If I grant it, you must keep a copy of the privilege given by me in writing. Privileges not requested in writing and not given in writing are not valid. Occasionally, I may give you the possibility of rewriting a written assignment or some questions from a test. If so, you will forfeit that possibility if you did not attend the class when I returned the original tests or the written assignments. Also, you must rewrite the questions from a test – or hand in the rewritten assignment- on the very next class IN CLASS. Otherwise, you forfeit your privilege to rewrite the questions from a test or to hand in the assignment. Under exceptional, extenuating, and extraordinary circumstances, I may give you as a final grade a grade that is more than the sum of each evaluation component or I may waive a course requirement other than class participation. I may also give you the possibility of doing activities for extra-credit. If you do not come to class when I distribute the questions or problems for the extra-credit activities, you may not do the extra-credit activities, regardless of the reason for your absence. I may post further rules for extra-credit activities on the course website, which rules may change from time to time. I may also change the attendance policy –or some

aspects thereof- in the event classes are interrupted due to a pandemic, or if students have to miss class because of duly documented flu-like symptoms.

STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodations in this course must contact the Special Needs Office. Then make an appointment to meet and discuss your needs with me in order to make the necessary arrangements as early in the term as possible. For further information, please consult the following website: <http://www.algomau.ca/future-students/student-services/academic-support-services>.

ACTION RESEARCH

In order to improve my teaching practice and to enhance student learning, I always conduct classroom action research. For this purpose, I will collect some information about the course and your learning. Sometimes, I will ask you to complete surveys. These are completely voluntary and your responses will be kept strictly confidential. Other times, I will use your class work as evidence. In all cases, the information will be reported in general terms without specific reference to individual responses or actual names. Completion of the survey and other works implies your consent to participate in the research. If you do not wish to participate, simply let me know before the second class. You will not be penalized for this at all. If you have any questions or concerns about my action research projects, please contact me.

ACADEMIC DISHONESTY

The University takes a very serious view of such offences as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. Please read the Student Code of Conduct (Academic) on plagiarism and other offences against academic honesty. Please note that any self-misrepresentation in order to avoid attendance, meeting of assignment deadlines, writing of tests or examinations and/or completion of assignments, constitutes academic dishonesty. The following web site contains a complete policy statement on academic dishonesty and attendance. You are encouraged to read it for further clarification: http://www.auc.ca/pdf/chapter_3_academic_code_of_conduct.pdf.

H1N1 (SWINE) FLU POLICY

Please wash your hands frequently. You are allowed to bring a hand sanitizer to class and use it. If you have flu-like symptoms, stay at home. In the event that the University decides to suspend course delivery in the classroom due to the H1N1 (swine flu) pandemic, the course will be delivered in an alternative way, mainly online. You need to check your email, the course websites, and the University website for information. Changes to the course, including schedule, readings, activities, assessment, and policies, will be made, if necessary, in order to adapt to the new delivery mode. Other changes may be implemented when classroom teaching resumes.