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Tel: 1(403)220-5767

Office Hours / Virtual Office Hours: by appointment

Term Dates: September 12 - December 9, 2016

Course Description:  
Addresses the essential features of major theories of learning and presents current research in each area of learning. Students will discover how the principles of learning relate to their own learning and behaviour, and how the principles can be used to understand the behaviour of others and enhance counselling practice.

Extended Course Description:  
How do people learn? The question is central to our thinking about the purpose and process of education and counselling. Understanding learning as a human potential and knowing how to support the learning process are critical for the professional development of leaders and practitioners in education, counselling, and related human service fields. In this course, we will explore key ideas about the learning process, with a particular focus on theory and research that have important implications for educational and counselling practice. Together, we will consider how children and adults, men and women, and individuals from diverse cultural background, learn to achieve and to be, in similar and different ways, and by overcoming various challenges.

The field of learning is dynamic and ever changing. The dominance of theories waxes and wanes, and theories themselves grow and change as a result of merging old and new ideas and in response to research findings that speak to their utility in practice and research. Over the last half-century, we have seen the behavioural paradigm supplanted by the cognitive revolution followed by an integration of a contextual or cultural focus with the cognitive focus. However, some vestige of each theory lives on, largely because the principles and tenets of the theory are viable in certain circumstances. Moreover, the theory that we embrace today would probably not exist if not for previous theorizing. Therefore, this course will cover theories grouped under three broad paradigms, namely empiricist, rationalist, and sociocultural. Within each paradigm, we will explore how theory and research has elaborated our understanding of the learning process, the various challenges involved in learning, and the best approaches to prevention and intervention. All these issues will be addressed while taking into consideration the cultural and social contexts of learning.
LEARNER OUTCOMES:
Upon completion of this course students are expected to be able to:

1. Describe the major learning theories that have important implications for teaching and counselling practice
2. Describe the various challenges involved in learning and critically evaluate existing intervention approaches
3. Participate in academic discussions on what is known and not known in the field of learning and what should be the future directions of research and practice

LEARNING OBJECTIVES:
In this course you will:

1. Reflect on the various theoretical approaches to understanding the learning process
2. Examine learning theories from developmental and socio-cultural perspectives
3. Analyze intervention approaches to addressing the major challenges involved in learning

COURSE DESIGN AND DELIVERY:
The course is delivered online via Desire2Learn using an asynchronous format. That is, instructors and students may be reading and responding to course information at different times. There are no scheduled synchronous Adobe sessions for this course. Desire2Learn (D2L) will be used to post class resources, including links to readings and video, and as a site for ongoing dialogue. To access the course in D2L you are required to enter your IT username and password. An active University of Calgary email address is required.

REQUIRED READINGS:
There is no single required textbook for this course. There are, however, required readings. Electronic readings are available through the links included in your course on D2L course delivery system. The course instructor may assign additional readings. These readings, along with the Breeze presentations, are meant to be a starting point from which students will launch their inquiry into the question topic. Students are expected to search the scholarly literature for further ideas to bring forward in the discussions, presentations, and papers. Students are responsible for ordering and paying for all course materials not available in digital format. Materials can be ordered online by using the University of Calgary Online Ordering system, found at http://wcm2.ucalgary.ca/currentstudents/books

Lesson 1: The Broad Picture: Why Learning Theory for Counsellors? How Has it Developed?

Lesson 2: Scientific Basis of Learning
- Chapter 1: Learning: From speculation to science
- Chapter 4: How children learn
- Chapter 5: Mind and brain

NOTE: Students who are interested in adult populations are referred to Hoare (2006) and may use that source as a replacement for one of the assigned weekly readings, as appropriate.

Lesson 3: Cognitive Behaviour Theory: The Debate on Motivation

- Chapter 10. Turning "play" into "work" and "work" into "play". 25 years of research on intrinsic versus extrinsic motivation
- Chapter 11. An interest researcher's perspective: The effects of extrinsic and intrinsic factors on motivation
- Chapter 14. Parents, task values, and real-life achievement-related choices

Dweck, C. The effect of praise on mindsets. Video available https://www.youtube.com/watch?v=d8VDgajDaag

Lesson 4: Social Information Processing


Lesson 5: Meaning-making and Personality Development: A Cognitive-developmental Perspective

- Chapter 1: The unrecognized genius of Piaget.
- Chapter 3: The constitutions of the self

The following book by the same author, particularly the two sections listed here, is highly recommended. Students who are interested in reading it would need to purchase the book themselves.


- Section 1: The mental demand of adolescence
- Section 2: the mental demand of private life: parenting and partnering

Lesson 6: Narrative Psychology: A Socio-Cultural Perspective


Lesson 7: Autobiographical Narrative: The Self Story


Lesson 8: Autobiographical Reasoning


Lesson 9: Gender and Cultural Differences in Learning


Lesson 10: Challenges and Intervention (1): ADHD


- Chapter 2: What is attention? Navigating its complex history and facing the challenges ahead
- Chapter 8: Atypical attention: Attention Deficit/Hyperactivity Disorder (ADHD)
- Chapter 10: Treating attentional impairments

Lesson 11: Challenges and Intervention (2): Developmental Disorders in Context


Lesson 12: Challenges and Intervention (3): Learning in a Media World and "Internet Addiction Disorder"


**Recommended Future Readings and Videos**


**Weekly Course Schedule:**
This schedule may change to meet the emerging needs and dynamics of the participants in the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Tasks</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>The Broad Picture: Why Learning Theory for Counsellors? How Has it Developed?</td>
<td>Required Readings Discussion Postings</td>
<td></td>
</tr>
<tr>
<td>Sept. 14-20</td>
<td></td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Scientific Basis of Learning</td>
<td>Required Readings Discussion Postings</td>
<td></td>
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<tr>
<td>Sept 21-27</td>
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<tr>
<td>Week 3</td>
<td>Cognitive Behaviour Theory: The Debate on Motivation</td>
<td>Required Readings Discussion Postings</td>
<td></td>
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<tr>
<td>Sept 28-Oct 4</td>
<td></td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Social Information Processing</td>
<td>Required Readings Discussion Postings First reflection paper due October 11</td>
<td></td>
</tr>
<tr>
<td>Oct 5-11</td>
<td></td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Meaning-making and Personality Development: A Cognitive-developmental Perspective</td>
<td>Required Readings Discussion Postings</td>
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<tr>
<td>Oct 12-18</td>
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<tr>
<td>Week 6</td>
<td>Narrative Psychology: A Socio-cultural Perspective</td>
<td>Required Readings Discussion Postings</td>
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<td>Oct 19-25</td>
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<tr>
<td>Week 7</td>
<td>Autobiographical Narrative: The Self Story</td>
<td>Required Readings Discussion Postings</td>
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<tr>
<td>Oct 26-Nov 1</td>
<td></td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Autobiographical Reasoning</td>
<td>Required Readings Discussion Postings Submit second reflection Nov 8</td>
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<tr>
<td>Nov 2-8</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Gender and Cultural Differences in Learning</td>
<td>Required Readings Discussion Postings</td>
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<tr>
<td>Nov 9-15</td>
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</tbody>
</table>
### Changes to Schedule:
Please note that changes to the schedule may occur in response to student questions and conversations.

### Learning Tasks and Assessment
There are four required Learning Tasks for this course. The completion of all assigned tasks is required for a passing grade in the course.

<table>
<thead>
<tr>
<th>Learning Task Number</th>
<th>Description of Learning Task</th>
<th>Percent of Final Grade</th>
<th>Grouping for Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Task #1</td>
<td>Short reflection paper and PowerPoint Summary</td>
<td>20%</td>
<td>Individual</td>
</tr>
<tr>
<td>Learning Task #2</td>
<td>Short reflection paper and PowerPoint Summary</td>
<td>20%</td>
<td>Individual</td>
</tr>
<tr>
<td>Learning Task #3</td>
<td>Final Paper</td>
<td>40%</td>
<td>Individual</td>
</tr>
<tr>
<td>Learning Task #4</td>
<td>Participation in Discussion Board</td>
<td>20%</td>
<td>Individual</td>
</tr>
</tbody>
</table>

**Learning Tasks 1 and 2: Reflection Papers and PowerPoint Summaries - Due Oct 11 and Nov 8, 20% each**

For both Tasks 1 and 2, students will reflect upon the topics that have been covered in the previous weeks and demonstrate their understanding in two forms:

1. Write a reflection paper to critically evaluate the readings, draw connections among them, or reflect upon their links to your own teaching and counselling experience. The reflection paper aims to help students improve their academic writing skills in this field, by practicing to use the concepts and language of the discipline(s) in accurate and authentic ways. The paper should be 650 to 750 words in length (approximately three double-spaced pages not including title page and references) and adheres to the APA style.
(2) Together with the reflection paper, prepare a **PowerPoint presentation** to summarize the takeaway messages from the readings that would be useful for students’ teaching and counselling practice. The PowerPoint presentation aims at providing an opportunity for students to practice the ability to communicate, in nonacademic, concise, and clear language, and to a broader audience, what they have learned from this course and how the knowledge may be useful for individuals and/or intervention professionals. The PowerPoint presentation should be 5-7 slides, accompanied with audio clips.

### Criteria for Assessment of Learning Task 1 & 2

<table>
<thead>
<tr>
<th>Grading Criteria for Reflection Papers</th>
<th>Domain</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Paper summarizes at least two readings accurately and demonstrates thorough comprehension (3 pts).</td>
<td>1. Descriptions of two readings are mostly clear and accurate with minor errors (2 pts). 2. Evaluation of readings is effective; connections made are relevant and show some levels of depth and complexity of thinking (2 pts).</td>
<td>1. Paper fails to describe two readings or descriptions have major errors (0-1 pts). 2. No critical evaluation of readings or there are major errors in logic; fails to draw connections between readings or between readings and experience or links between them are unclear (0-1 pts).</td>
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<td></td>
<td></td>
<td>2. Paper critically evaluates the readings, or makes connections between theories and research or between theories and relevant practice; demonstrates depth and complexity of thinking (3 pts).</td>
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<tr>
<td></td>
<td>Organization and Structure</td>
<td>Paper is coherently organized and the logic is easy to follow. Writing is clear and concise (6 pts).</td>
<td>Paper is generally well organized and most of the argument is easy to follow. Writing is mostly clear but may lack conciseness (3-5 pts).</td>
<td>Paper is poorly organized and difficult to read – does not flow logically from one part to another (0-2 pts).</td>
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<tr>
<td></td>
<td>Total Score: 6 points</td>
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<tr>
<td></td>
<td>PowerPoint Summary of Learning</td>
<td>Reflect the central themes of the readings; clear, engaging presentation (5 pts)</td>
<td>Generally reflect the central themes of the readings; clear presentation (3-4 pts)</td>
<td>Miss the central arguments of the readings; presentation not clear enough (0-2 pts)</td>
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<td></td>
<td>Total Score: 5 points</td>
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<td></td>
<td>APA Style</td>
<td>See “Note on APA format for Course Assignments” &amp; &quot;APA Grading Criteria&quot; below)</td>
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<tr>
<td></td>
<td>Total Score: 3 points</td>
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</table>

**Total 20 points X2 papers = 40 points**

### Learning Task 3: Final Paper, Due Dec 7, 40%

In this final paper, students will analyze and evaluate learning theory as a framework for teaching and/or counselling, while identifying real-world challenges (and potential interventions) as well as gaps in scholarly literature. Within the framework of their paper, students will provide arguments and reasoning to address the following three questions: 1) Among the major learning theories/perspectives covered in this course, which one do you find most useful for you to think about teaching and/or counselling practice; 2) what learning challenges are you most interested in gaining a better understanding, and
how the theories and research inform you about the factors contributing to the problems and potential intervention approaches? 3) What do you perceive as the gaps of knowledge in the existing literature on learning and barriers to learning?

Although you are asked to take a position in support of one (or more) theories/perspective, this is an academic paper and not a personal reflection paper. The paper should be approximately 2,000 words in length (approximately 8 double-spaced pages (not including title page and references). The paper should allocate equal space to addressing each of the three questions) and adhere to APA style.

**Grading Criteria for Final Paper**

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One or more theories are accurately and thoroughly described (6 pts).</td>
<td>1. Description of theory or theories is mostly clear and accurate with minor errors (3-5 pts).</td>
<td>1. Fails to identify a theory, or description of theory has major errors (0-2 pts).</td>
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</tr>
<tr>
<td>2. Argument for why the theory is relevant and useful for one’s own teaching and/or counselling practice is clearly articulated. At least one concrete and relevant example is provided (6 pts).</td>
<td>2. Discussion on the usefulness of theory is stated but the links to practice are not strong enough. If an example is used, it is not entirely concrete and relevant (3-5 pts).</td>
<td>2. Discussion on the usefulness of theory is missing, not convincing (unsubstantiated), and example(s) are not concrete or relevant (0-2 pts).</td>
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</tr>
<tr>
<td>Question 2</td>
<td>1. One or more challenges involved in the learning process are clearly identified and accurately described (4 pts).</td>
<td>1. No challenge is identified, or the description has major errors (0-1 pts).</td>
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<tr>
<td>2. Relevant theory or research is identified to explain the factors that contribute to the problems (4 pts).</td>
<td>2. No relevant theory or research is identified to explain the factors that contribute to the problems, or the links between theory and research and the challenge identified are weak (0-1 pts).</td>
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<tr>
<td>3. Relevant literature is identified to support arguments on potential intervention (4 pts).</td>
<td>3. No relevant intervention literature is identified, or the links between the literature and the challenge(s) are weak (0-1 pts).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 3</td>
<td>1. One or more gaps in the existing literature are identified and articulated (6 pts).</td>
<td>1. Fails to identify one or more gaps in the literature. Description of the gap has major errors (0-2 pts).</td>
<td></td>
</tr>
<tr>
<td>2. Arguments are supported by evidence from highly relevant literature.</td>
<td>2. Arguments are mostly supported by evidence from literature. When</td>
<td>2. Arguments are not supported by literature or practical</td>
<td></td>
</tr>
</tbody>
</table>
Learning Task 4: Participation in Discussion Board, weekly 20%

Every week, you will be expected to participate in an online discussion forum containing a set of questions for discussion or issues for reflection. Students will be assigned a participation mark (worth 20%) at the end of the course. Participation marks will be awarded to students who contribute weekly to the discussions.

In general, scholarly work involves the ability to critically analyze information, to synthesize information from a variety of sources, to compare and contrast similar theoretical structures across different theories, and to raise relevant examples to illustrate principles. You are expected to make at least two substantive contributions to the forum dialogue and to support your comments with reference to the scholarly literature.

Criteria For Assessment of Learning Task 4

Every week, you will be expected to participate in an online discussion forum containing at least one question for discussion or issues for reflection. To do so, you need to have read the required materials and to have given considerable thought to the concepts and theoretical issues presented. Your comments should reflect knowledge of the required readings. You are also encouraged to read additional articles published in peer-reviewed or academically sound venues. Your comments should also reflect knowledge of these further readings.

As a process to encourage reflective practice, the evaluation of the forum participation requires you to assess your performance. At the end of the semester, prepare a document that provides evidence of both the quality and quantity of your contributions to the discussion forum. In preparing this document be sure to provide documentation to support your self-assessment. Here are some tips for preparing the final evaluation document.

Quantity and Timing Assessment:
Develop a chart that shows the quantity of posts you made each week. Count only the posts that are substantive in content and meet the minimum requirements (e.g., 100-200 words) and not any posts that may be offered simply as encouragers to other students (e.g., one or two statements). Next, indicate when you posted during each of the respective discussion forum weeks. It is generally easier to respond to colleagues within an ongoing discussion later in the week than it is to lead a discussion early with a unique post of your original ideas. As our week runs from Wednesday to the following Tuesday, you are expected to post at least once between Wednesday and Saturday, and at least once between Sunday and Tuesday. DO NOT WAIT UNTIL THE END OF THE WEEK TO POST. Our goal is to stimulate in-depth discussion of the weekly concepts. As a reminder, your course instructor is looking for evidence of the quality and timing of your postings - your job is to provide such evidence in an easily readable table format.
Quality Assessment:
During Week 12 of the course, your course instructor will randomly select three (3) weeks from the course. It is your postings from these respective weeks that will be used to evaluate the quality of your discussion forum participation. Obviously, there is no way to predict which weeks will be selected. Therefore, students are strongly encouraged to maintain a consistent level of quality in their postings. Students will be able to choose two (2) out of the three selected weeks to demonstrate the quality of their work.

Of the two (2) out of three weeks randomly selected, provide examples (e.g. screen shots) of your substantive postings that you would like your instructor to evaluate. Remember, you are working with examples from only two of the weeks, not examples from all three randomly selected weeks or all course weeks. Create a document that shows the weekly discussion questions and copy the screen shots of your postings, pasting them into a Microsoft Word document.

For each of the discussion board participation examples, evaluate your contributions and provide your rationale in point form (i.e., less than 200 words), substantiating your evaluative assessment of the quality of the selected postings. Students are strongly encouraged to review the grading criteria for discussion forum participation (provided below) in evaluating the quality of your substantive contributions. Integrate your rationale and qualitative comments with the content of the posts you provided as examples.

Please use APA and academic writing standard format for your Final Discussion Forum Evaluation.

Once you have compiled the assignment, be sure to submit it through the Digital Dropbox no later than the due date, December 8, 2014.

Grading Criteria

Participation in the online discussions is evaluated on the basis of both the frequency of your posting to the forums and the quality of your online comments. The specific grading criteria for these two components are described below.
<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Grading Criteria</th>
<th>Weight (20 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extent of Contribution</td>
<td><strong>Two responses to</strong> the questions or issues raised in the weekly forum. Some forums contain more than three questions in order to provide you with some options for response. You are welcome to engage in the discussions of all questions. You are required to respond to at least two. <strong>Two responses</strong> (minimum) per week in response to the postings of other students. Responses to questions or issues posted in the forums must be between 100 and 200 words. Please be careful to select the appropriate forum for each week. You should look at your participation in the discussion forums (reading and responding) as roughly equivalent to the three hours you would traditionally spend in an on-campus graduate seminar. Your reading, preparation, and assignment time take place in addition to those three hours. <strong>You are permitted to miss posting to the discussion forum for one week during the semester without impacting your grade.</strong></td>
<td>10 Marks</td>
</tr>
</tbody>
</table>
| Quality of Comments  | • Core constructs accurately identified and described Material from previous units integrated to formulate ideas and generate dialogue  
• Personal perceptions, attitudes, values reflected in the contributions  
• Self-awareness, sensitivity to others, openness to personal growth demonstrated  
• New and related perceptions of an issue raised  
• Ability to synthesize, personalize, and apply learning to personal development demonstrated  
• Relevant readings and research cited to support points. The quality of your comments is evaluated on the basis of criteria similar to those used in evaluating written assignments. Comments should demonstrate that you have read the background material and given thought to the issues raised. You should also demonstrate your active engagement in the process of self-reflection.  
• At least two of your postings each week should incorporate specific reference to the core readings or additional resources that you have accessed to prepare for the discussion. | 10 Marks          |

**Note on APA format for Course Assignments**

All written assignments must be completed according to the format described in the Publication Manual of the American Psychological Association (6th Ed.). We strongly recommend that you purchase a copy of the APA Manual and refer to it when writing papers and compiling reference lists. The specific number of marks allotted to APA format for each assignment is indicated under the grading criteria for that assignment. The following criteria will be used to assess the APA grade for each assignment.
**Graduate Programs in Education: Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GP Value</th>
<th>Percent</th>
<th>Graduate Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-94</td>
<td>Excellent - superior performance showing comprehensive understanding of the subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>85-89</td>
<td>Very good performance</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
<td>Good performance</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75-79</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-74</td>
<td>Minimum pass for students in the Faculty of Graduate Studies</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65-69</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60-64</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>55-59</td>
<td>All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>50-54</td>
<td></td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>45-49</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; 45</td>
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</tbody>
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*Based upon Faculty of Graduate Studies 2016/2017 Calendar, “Distribution of Grades”

It is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

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**Werklund School of Education Appeals Policy and Process**


**Universal Student Ratings of Instruction (USRIs)**

Students are strongly encouraged to complete course evaluations for each course taken in their program. Student feedback on their experience in a course is taken very seriously by the Werklund School of Education in timetabling and staffing courses. Student feedback via the Course Evaluation is used to monitor the quality of teaching, the quality of students' learning experiences and the quality of course design in Graduate Programs in Education.

Students are advised to become familiar with the Faculty of Graduate Studies policies and the University of Calgary support services in these areas: intellectual property, academic integrity, plagiarism, research ethics, effective writing, and English language proficiency. Information about these topics is available through the following web addresses:

- Plagiarism + academic misconduct: [http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html](http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html)
- Intellectual Honesty: [http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html](http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html)
- Integrity: [http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html](http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html)
- Research Ethics: [http://www.ucalgary.ca/research/researchers/ethics-compliance](http://www.ucalgary.ca/research/researchers/ethics-compliance)
- Grad Skills: [http://grad.ucalgary.ca/mygradskills](http://grad.ucalgary.ca/mygradskills)
- Intellectual Property: [http://grad.ucalgary.ca/current/managing-my-program/academic-integrity/intellectual-property](http://grad.ucalgary.ca/current/managing-my-program/academic-integrity/intellectual-property)
- Student Success: [http://www.ucalgary.ca/ssc/](http://www.ucalgary.ca/ssc/)

**Graduate Studies Calendar, Excerpts on Plagiarism:**

O.1.a) Definitions

1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged.
(b) Parts of the work are taken from another source without reference to the original author.
(c) The whole work (e.g., an essay) is copied from another source, and/or,
(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

O.1.b) Penalties, can include and are not limited to:
1. Failing Grade - A student may be given a failing grade in either an exercise or course in which that student is found guilty of plagiarism, cheating or other academic misconduct. A student may not avoid a failing grade by withdrawing from the course.
2. Disciplinary probation.
3. Suspension.
4. Expulsion.

Copyright: All material used in the course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines: http://library.ucalgary.ca/copyright

**Academic Accommodations** - It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

**Accommodations on Protected Grounds other than Disability**
Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the appropriate Associate Dean, Department Head or the department/faculty designated contact person. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access.

**Campus Security** provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g., the SafeWalk program for students attending classes on campus. For more information please visit http://www.ucalgary.ca/security/ or telephone 403-220-5333.

The **Freedom of Information Protection of Privacy Act** (FOIPP) prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail message.

**Emergency Evacuation Assembly Points** - For both the Education Tower and Education Block, use the Scurfield Hall Atrium (Primary) or Professional Faculties Foodcourt. See: http://www.ucalgary.ca/emergenc yplan/assemblypoints