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Syllabus

HNSC 3220: Food and Nutrition Literacy Education

(Fall 2020)

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COURSE DETAILS

Course Title & Number:	HNSC 3220 Food and Nutrition Literacy Education
Number of Credit Hours:	3.0
Class Times & Days of Week:	Tuesday & Thursday, 8:30 – 9:45 am
Location for classes/labs/tutorials:	N/A – this course will be taught remotely for Fall 2020 using UM Learn and Webex
Pre-Requisites:	A grade of D or better in (PSYC 1200 or SOC 1200) and HNSC 2130 and HNSC 2140. May not be held with the former HNSC 3320.

Instructor Contact Information

Instructor(s) Name & Preferred Form of Address:	Dr. Joyce Slater, RD, PhD (Address: Dr. or Professor Slater)
Office Location:	N/A – this course will be taught remotely for Fall 2020 using UM Learn and Webex
Office Hours or Availability:	After class (if brief) or make appointment by email
Office Phone No.	(204) 330-5998
Email:	Joyce.Slater@umanitoba.ca
Contact:	<p>If you need to contact me to discuss an issue related to the course syllabus, assignments, exams, or attendance, please:</p> <ul style="list-style-type: none">• Use my regular UM email NOT UM LEARN• UM policy states that all students must use their University of Manitoba email address for all correspondence• Please put HNSC 3220 in the subject line• Use professional language, and proper grammar and spelling• I will endeavor to respond within 24 hours but it may be up to 48 hours

Course Description

U of M Course Calendar Description

Students will develop a critical understanding of the influences on food and nutrition behaviours and how to positively impact these through evidence-informed food and nutrition education strategies.

General Course Description

Class Format: detailed class schedule is on pages 9-12

This class will cover theoretical and applied aspects of food and nutrition literacy education. The class will be held remotely using UM Learn and Webex. Approximately half the classes will be completed asynchronously (on your own) by viewing slides and accompanying audio files in UM Learn, viewing documentaries, and completing course readings. The remainder of the classes will be held synchronously on Webex, and will consist of further discussion of lecture slides (key topics); individual and group activities; and guest speakers. Please consult the detailed class schedule in this syllabus for more information. Evaluation will consist of a series of assignments and one mid-term exam, all completed online. Students are expected to keep up with the assigned readings, answer questions and contribute to discussions using course readings, materials from other courses, and their own experiences. Regular attendance of oneline synchronous classes is encouraged to achieve maximum benefit from this course.

Course Goals

Students will develop a critical understanding of the influences on food and nutrition behaviours and how to positively impact these through evidence-informed food and nutrition education strategies.

Course Learning Objectives

Upon completion of this course, students should be able to:

1. Describe food education, nutrition education, public health nutrition, health promotion and their relationship to each other.
2. Describe the concept of food and nutrition literacy, and related competencies for children and young adults.
3. Describe selected theories of teaching and learning and how they apply to food and nutrition literacy education.
4. Analyze influences on food choice at individual, community and societal levels, including those which may *promote* and *hinder* healthy eating.
5. Describe principles of cultural competency as related to food and nutrition literacy education.
6. Describe how nutrition misinformation is propagated on social media.
7. Apply principles for using social media in healthy eating promotion.
8. Describe where to find credible, evidence-based food and nutrition literacy resources.
9. Describe domains and levels of learning, and apply to learning outcomes for food and nutrition literacy education.
10. Incorporate an understanding of: i) determinants of food choice and healthy eating; ii) current food/nutrition knowledge and guidelines; and iii) theories of learning and teaching, into the development of food and nutrition literacy education strategies.

Textbook, Readings, and Course Materials

Course Reading Package (“Required Readings for HNSC 3320 Nutrition Education and Dietary Change”) is available for [purchase digitally from the University of Manitoba Bookstore](#). Required readings are identified in the Course Schedule Table in this syllabus (the Schedule also has links to on-line readings which are not in the Course Reading Package). There are ADDITIONAL reading materials linked below in the Course Schedule. UM Learn will be used for posting sets lecture slides and audio files with me discussing the slides, and other relevant course information. **CHECK THE COURSE SITE ON UM Learn REGULARLY.** For assistance with UM Learn, contact: IST Help and Solutions Centre | Email: support@umanitoba.ca | Phone: (204) 474-8600

FOUNDATIONAL KNOWLEDGE CONTENT AREAS FOR DIETETICS EDUCATION:

This dietetic education program is an accredited program recognized by the Partnership for Dietetic Education and Practice (PDEP)

Highest level achieved: 1= demonstrate broad knowledge; 2= demonstrate comprehension; 3 = analyze, interpret and apply knowledge

Content Area	Foundational Knowledge	Cognitive Complexity Level
Communication	Strategies for effective written communication	2
	Strategies for effective oral communication	2
Food	Application of dietary requirements, guidelines, and guidance tools to food planning	1
	Religious and cultural food practices	1
Human Nutrition across the Lifespan	Nutrition recommendations and guidelines	3
	Dietary practices	2
Nutrition Assessment	Environmental and individual factors affecting food intake	3
Population Food Systems and Food Security	Food consumption patterns and trends	2
Research and Evaluation	Evidence-informed practice	1
Social and Psychological Foundations	Behavioural theories relevant to eating and food choice	3
	Social and psychological aspects of eating and food choice, in health and disease	3
	Social justice, diversity and equity in society	2
	Cultural competence	2
Teaching and Learning	Theories of teaching and learning	3
	Strategies to assess teaching and learning needs	3

Development and assessment of learning outcomes	3
Strategies to address the teaching and learning needs of individuals and populations	3
Learning resource selection and development	3

Using Copyrighted Material

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and university guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed. For more information, see the University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact um_copyright@umanitoba.ca.

Course Technology

Recording Class Lectures:

Dr. Slater and the University of Manitoba hold copyright over the course materials, presentations and lectures which form part of this course. No audio or photo/video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of Dr. Slater. Course materials (paper and digital) are for the participant's private study and research only.

The course will be delivered remotely using UM Learn and Webex. Synchronous Webex classes may be recorded and made available online; therefore students may be recorded (e.g. during discussions).

Expectations

I expect you to follow these policies around Class Communication, Attendance, Academic Integrity, etc. outlined below (can also refer to [Section 2.5 ROASS](#)).

Class Communication:

I will also be occasionally posting messages and additional information/materials on UM LEARN. Please check the site regularly. **Submit all assignments on UM LEARN unless otherwise instructed.**

Use your UM email address and my UM email address joyce.slater@umanitoba.ca (NOT UM Learn) for class communication: University of Manitoba policy states that all students must use their University of Manitoba email address for all correspondence:

http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html.

Attend class regularly:

As this is a remote class (not an online class), regular attendance is expected of all students during Webex classes, as well as discussions and group assignments. If you have to miss a class, please notify the instructor as soon as possible by email. An instructor may initiate procedures to debar a student from attending classes and from final examinations and/or from receiving credit where unexcused absences exceed those permitted by the faculty or school regulations. A student may be debarred from class, laboratories, and examinations by action of the dean/director for persistent non-attendance,

failure to produce assignments to the satisfaction of the instructor, and/or unsafe clinical practice or practicum. Students so debarred will have failed that course.

Academic Integrity:

Each student in this course is expected to abide by the University of Manitoba [Academic Integrity principles](#). Always remember to reference the work of others that you have used. Also be advised that you are required to complete your assignments independently unless otherwise specified. If you are encouraged to work in a team, ensure that your project complies with the academic integrity regulations. You must do your own work during exams. Inappropriate collaborative behavior and violation of other Academic Integrity principles, will lead to the serious [disciplinary action](#). Visit the [Academic Calendar](#), [Student Advocacy](#), and [Academic Integrity](#) web pages for more information and support.

Plagiarism and Cheating:

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g., crib notes, pagers or cell phones). Exam cheating can also include exam personation. (Please see Exam Personation, found in the Examination Regulations section of the General Academic Regulations). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

To plagiarize is to take ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously it is not necessary to state the source of well known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources. To provide adequate and correct documentation is not only an indication of academic honesty but is also a courtesy which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/ herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

Working with other students on assignments, laboratory work, take-home tests, or on-line tests, when this is not permitted by the instructor, can constitute Inappropriate Collaboration and may be subject to penalty under the Student Discipline By-Law.

An assignment which is prepared and submitted for one course should not be used for a different course. This is called "duplicate submission" and represents a form of cheating because course requirements are expected to be fulfilled through original work for each course.

When in doubt about any practice, ask your professor or instructor.

The Student Advocacy Office, 519 University Centre, 474-7423, is a resource available to students dealing with Academic Integrity matters.

Examinations: Personations

A student who arranges for another individual to undertake or write any nature of examination for and on his/her behalf, as well as the individual who undertakes or writes the examination, will be subject to discipline under the university's Student Discipline Bylaw, which could lead to suspension or expulsion from the university. In addition, the Canadian Criminal Code treats the personation of a candidate at a

competitive or qualifying examination held at a university as an offence punishable by summary conviction. Section 362 of the code provides:

Everyone who falsely, with intent to gain advantage for him/herself or some other person, personates a candidate at a competitive or qualifying examination held under the authority of law or in connection with a university, college or school or who knowingly avails him/herself of the results of such personation is guilty of an offence punishable on summary conviction. 1953- 54,c.51, s.347.

Both the personator and the individual who avails him/herself of the personation could be found guilty. Summary conviction could result in a fine being levied or up to two years of imprisonment.

[1] University of Western Ontario, Academic Handbook, Issued 2009 03

Student Accessibility Services:

The University of Manitoba is committed to providing an accessible academic community. [Students Accessibility Services \(SAS\)](#) offers academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.

Student Accessibility Services

520 University Centre

Phone: (204) 474-7423

Email: Student_accessibility@umanitoba.ca

You Can Expect Me To

I will treat you with respect and would appreciate the same courtesy in return. See [Respectful Work and Learning Environment Policy](#). I will also:

- Respond in a timely manner to queries or requests to meet (within 24-48 hours).
- Return graded assignments within two weeks of submission.
- Use a variety of teaching methods and relevant course materials to facilitate a stimulating learning environment.
- Be available for 10 minutes prior to and after the class time to discuss any brief questions or comments you may have, or by appointment.

CLASS SCHEDULE AND COURSE EVALUATION

HNSC 3220 Class Schedule (fall 2020) **DUE dates for assignments highlighted in yellow!** This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students, but such changes are subject to [Section 2.8 of ROASS](#).

CLASS#	DATE	ON YOUR OWN: LECTURE SLIDES (in UM Learn) & READINGS (marked with star)	ONLINE CLASS: 8:30 am LIVE on WebEx
1	Thursday Sept 10	[Slides & audio recording available as back-up]	Course Introduction
2	Tuesday Sept 15	<p>TOPIC: Food & Nutrition Literacy</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Why home economics classes still matter. Renwick, K. (2018) ★ Cutting home economics? Now that's out to lunch. Renzetti, E. (2014) ★ Food literacy: A critical tool in a complex foodscape. Slater, J. (2017) ★ Critical food literacy competencies for young adults. Slater, J. (2018) In reading package or here: http://umanitoba.ca/faculties/afs/dept/fhns/media/UofM_FoodLiteracyReport_DIGITALwDATE.pdf 	
3	Thursday Sept 17	<p>TOPIC: Food & Nutrition Literacy</p> <p>1-Watch "The Kids' Menu" (Assignment #1-read instructions!!)</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Overview of determinants of food choice and dietary change: Implications for nutrition education. Contento, I (2011). Nutrition education: Linking research, theory and practice (2nd ed). pp. 26-39. 	
DUE no class	Monday Sept 21	DUE 8:30 am - Assignment #1 [THE KIDS' MENU]	
4	Tuesday Sept 22		Discussion/Activity
5	Thursday Sept 24	<p>TOPIC: Canada's Healthy Eating Strategy</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ REQUIRED READING ONLINE (not in reading package): Canada's Healthy Eating Strategy: <ol style="list-style-type: none"> i. Nutrition Facts Table & List of Ingredients https://www.canada.ca/en/health-canada/services/food-labelling-changes.html?_ga=2.123181771.1796658230.1504725069-1191879540.1497452049#a4 ii. Canada's Food Guide https://food-guide.canada.ca/en/ iii. Healthy Eating Recommendations https://food-guide.canada.ca/en/healthy-eating-recommendations/ 	

		FOR REFERENCE ONLY: Canada's Dietary Guidelines https://food-guide.canada.ca/en/guidelines/	
DUE no class	Monday Sept 28	DUE 8:30 am - Assignment #2A Due [PERSONAL DIETARY CHANGE]	
6	Tuesday Sept 29		Discussion/Activity
7	Thursday Oct 1	TOPIC: Digital Food and Nutrition Information 1-View lecture slides with audio 2-Read: ★ Nutrition misinformation: How to identify fraud and misleading claims. Colorado State University (2013) Fact Sheet No. 9.350 ★ The art of the social media nutrition misinformer ★ Why we fell for clean eating	
DUE no class	Monday Oct 5	DUE 8:30 am - Assignment #2B Due [PERSONAL DIETARY CHANGE]	
8	Tuesday Oct 6		Discussion/Activity
9	Thursday Oct 8	TOPIC: Cultural Competency 1-View lecture slides with audio 2-Read: ★ Cultural competence for child and youth health professionals. Caring for Kids New to Canada. Canadian Paediatric Society (2018) ★ Culturally respectful relationships: Some terms and issues. Northern Health (n.d.) ★ Committed to cultural safety for Indigenous Peoples in the health care system. Northern health (2017) ★ Traditional foods and nutrition of Aboriginal children and youth in Canada. Fact sheet No. 7. Healthy Weights Connection (n.d.)	
DUE no class	Friday Oct 9	DUE 8:30 am - Assignment #3 Due [SOCIAL MEDIA READING RESPONSE]	
10 DUE	Tuesday Oct 13	DUE 8:30 am Assignment# 2C Due [PERSONAL DIETARY CHANGE]	Discussion/Activity
11	Thursday Oct 15	TOPIC: Planning Food & Nutrition Literacy Education 1-View lecture slides with audio 2-Read: ★ Planning learning. Holli & Beto (2014) in <i>Nutr Couns & Ed for Dietetics Professionals</i> (6 th ed). ★ Bloom's Taxonomy: The incredible teaching tool. (2017). ThoughtCo.	

		<ul style="list-style-type: none"> ★ Educational taxonomies with examples, example questions and example activities ★ Applying Bloom's Taxonomy in your classroom 	
DUE no class	Monday Oct 19	<i>DUE 8:30 am – Assignment #2D Due [PERSONAL DIETARY CHANGE]</i>	
12	Tuesday Oct 20		Discussion/Activity
13	Thursday Oct 22	<p><u>TOPIC: Food & Nutrition Literacy Education with Adults</u></p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ 5 Principles for the teacher of adults. Deb Peterson (2017). About.Com Guide 	
DUE no class	Monday Oct 26	<i>DUE 8:30 am – Assignment #2E Due [PERSONAL DIETARY CHANGE]</i>	
14	Tuesday Oct 27		Discussion/Activity
15	Thursday Oct 29	<p><u>TOPIC: Food & Nutrition Literacy Education with Children</u></p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Core competences for children and young people aged 5-16 years: A framework of skills and knowledge around food, diet and physical activity (2016). British Nutrition Foundation (2016) ★ Critical food literacy competencies for young adults (2018) Slater - see Sept. 15 readings <u>or</u> access here: http://umanitoba.ca/faculties/afs/dept/fhns/media/UofM_FoodLiteracyReport_DIGITALwDAT_E.pdf <p><u>REQUIRED READING ONLINE (not in reading package):</u></p> <ul style="list-style-type: none"> ★ Effective approaches to increase food and nutrition knowledge in children and youth (2019). Nutrition Connections https://nutritionconnections.ca/resources/effective-education-strategies-to-increase-food-and-nutrition-knowledge-in-children-and-youth/ (download PDF) 	
DUE no class	Friday Oct 30	<i>DUE 8:30 am – Assignment #4 Due [INSTAGRAM POST]</i>	
16	Tuesday Nov 3		Discussion/Activity
17	Thursday Nov 5		MIDTERM EXAM - 8:30 AM
	Nov 10 & 12	FALL READING WEEK	

18	Tuesday Nov 17	<p>TOPIC: Lesson Planning</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Strategies for Effective Lesson Planning (2012). Milkova, S. Center for Research on Learning and Teaching, University of Michigan. ★ Guidelines for creating and implementing effective workshops (n.d.) 	
19	Thursday Nov 19		Discussion/Activity
20	Tuesday Nov 24	<p>TOPIC: Food Skills Programming</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Cooking matters... Developing food skills. (2013). Algoma Public Health (in reading package) <p><u>REQUIRED READING ONLINE (not in reading package):</u></p> <ul style="list-style-type: none"> ★ Effective approaches to increase food skills in children, youth and their parents (2019). Nutrition Connections https://nutritionconnections.ca/resources/effective-approaches-to-increase-food-skills-in-children-youth-and-their-parents/ (download PDF) <p>FOR REFERENCE ONLY:</p> <p>Catering for special dietary requirements. Eat Better Start Better, Children's Food Trust UK (2015).</p>	
21	Thursday Nov 26		Discussion/Activity
DUE no class	Friday Nov 27	DUE 8:30 am - Assignment #5A Due [NEWSLETTER/BLOG]	
22	Tuesday Dec 1	<p>TOPIC: Assessment of Learning</p> <p>1-View lecture slides with audio</p> <p>2-Read:</p> <ul style="list-style-type: none"> ★ Tools for Formative assessment strategies ★ 13 Creative examples for informal assessments for the classroom ★ Evaluation tools for workplace wellness activities 	
23	Thursday Dec 3		Discussion/Activity
24	Tuesday Dec 8		Discussion: Food Literacy Resources
25	Thursday Dec 10	Work on final assignment	Wrap up class; last-minute questions about lesson plans
DUE no class	Monday Dec 14	DUE 8:30 am - Assignment# 5B Due [LESSON PLAN]	

Voluntary Withdrawal

September 22, 2020 is the last day to drop the class and receive 100% refund and November 23, 2020 is the last day to withdraw with no refund. Students who do not drop the course by the deadline will be assigned a final grade. The withdrawal courses will be recorded on official transcript. Refer to the [Registrar's Office](#) web page for more information.

ASSIGNMENTS

- There are five assignments for the course. All assignment instructions are in UM Learn.
- Assignment #2 has five (5) parts, with five (5) due dates. Assignment #5 has two (2) parts with two (2) due dates.
- All assignments have different formatting instructions – see instructions in UM Learn.
- Always use complete sentences and legible formatting (e.g. headings, spacing, paragraphs).
- There is one mid-term exam; it is open book. There is no final exam.

Evaluation

Detailed instructions for all assignments are on UM Learn. All assignments are to be submitted through UM Learn unless otherwise specified.

ITEM	DATE DUE: all assignments are due by 8:30 am on the assigned date	VALUE (% of Final Grade)
NOTE: Marks are allocated for grammar, structure and formatting. However, if your work is exceptionally poor additional marks will be taken off.		
Assignment #1: The Kids' Menu – questions (Learning Outcomes #1,2,4)	Sept 21	4
Assignment #2: Personal Dietary Change (Learning Outcomes #1,3,4) ★ There are five parts to this assignment – note the due dates	A: Sept 28 B: Oct 5 C: Oct 13 D: Oct 19 E: Oct 26	15
Assignment #3: Social Media Readings – questions (Learning Outcomes #4,6,7,8)	Oct 9	4
Assignment #4: Food and Nutrition Education using Social Media: Instagram Post on Food Package Claims (Learning Outcomes #1,2,4,6,7)	Oct 30	15
Mid Term Exam: (Learning Outcomes #1,2,3,4,5,6,7,8,9) - Lecture materials, readings & guest speakers - Cumulative from beginning of course up to and INCLUDING Nov. 3 - Multiple choice, short-answer and medium-answer	Nov 5	30
Assignment #5: Food and Nutrition Education Lesson: (Learning Outcomes #1,2,3,4,5,8,9,10) • There are two parts to this assignment – note the due dates	A: Nov 27 B: Dec 14	32

Referencing Style

- Where references are required use American Psychological Association (APA) as outlined in the text: American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC.

Grading

Letter Grade	Category	Percentage out of 100
A+	Exceptional	90-100
A	Excellent	80-89.9
B+	Very Good	75-79.9
B	Good	70-74.9
C+	Satisfactory	65-69.9
C	Adequate	60-64.9
D	Marginal	50-59.9
F	Failure	0-49.9

Assignment Submission and Feedback

Electronic copies of assignments must be submitted by 8:30 am on the due date, through UM Learn. See assignment instructions in UM Learn for details.

You will receive both formative (i.e., comments) and summative (i.e., grade) feedback on assignments, electronically. I will strive to have feedback provided within two weeks of submission.

DISAGREEMENT WITH ASSIGNMENT MARK:

- Send an email to the grader-marker (Mr. Lucien Cayer – cayerl3@myumanitoba.ca), detailing where and why you feel you deserve more marks (i.e. how it was answered partly or fully correct).
- Make an appointment with Mr. Cayer to go over the assignment in question. Bring the assignment with you.
- If you are not satisfied, make an appointment with Dr. Slater to discuss.

Assignment Extension and Late Submission Policy

No extensions granted except in extraordinary circumstances. Unexcused late assignments (including those submitted after the beginning of class on the due date) will be penalized with a 10% (out of total possible marks) reduction in mark for each day late (including weekend days). You can also submit assignments early.

Due to COVID-19, medical notes are not required for illnesses this term. Medical notes are not required if you are feeling ill and are unable to meet a course requirement on time. Please email an [Academic Advisor](#) to self-declare your illness in advance of the requirement, deadline or assessment and they will help address your situation.

UNIVERSITY SUPPORT OFFICES & POLICIES

Schedule “A” policies & supports:

Section (a) sample re: A list of academic supports available to Students, such as the Academic Learning Centre, Libraries, and other supports as may be appropriate:

Writing and Learning Support

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor’s feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: <http://umanitoba.ca/student/academiclearning/>

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 205 Tier Building.

University of Manitoba Libraries (UML)

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries’ homepage: www.umanitoba.ca/libraries.

Section (b) sample re: A statement regarding mental health that includes referral information:

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. *Student Counselling Centre:* <http://umanitoba.ca/student/counselling/index.html>

474 University Centre or S207 Medical Services (204) 474-8592

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

Student Support Intake Assistant <http://umanitoba.ca/student/case-manager/index.html>

520 University Centre (204) 474-7423

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

University Health Service <http://umanitoba.ca/student/health/>

104 University Centre, Fort Garry Campus (204) 474-8411 (Business hours or after hours/urgent calls)

Health and Wellness

Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

Health and Wellness Educator <http://umanitoba.ca/student/health-wellness/welcome.html>

Katie.Kutryk@umanitoba.ca

469 University Centre (204) 295-9032

Live Well @ UofM

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site: <http://umanitoba.ca/student/livewell/index.html>

Section (c) sample: re: A notice with respect to copyright:

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit <http://umanitoba.ca/copyright> for more information.

Section (d) sample: re: A statement directing the student to University and Unit policies, procedures, and supplemental information available on-line:

Your rights and responsibilities

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The [Academic Calendar](http://umanitoba.ca/student/records/academiccalendar.html) <http://umanitoba.ca/student/records/academiccalendar.html> is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form <http://umanitoba.ca/registrar/>
- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support <http://umanitoba.ca/academicintegrity/> View the **Student Academic Misconduct** procedure for more information.
- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate respectful manner. Policies governing behavior include the:

Respectful Work and Learning Environment

http://umanitoba.ca/admin/governance/governing_documents/community/230.html

Student Discipline

http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html and,

Violent or Threatening Behaviour

http://umanitoba.ca/admin/governance/governing_documents/community/669.html

- If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Assault** policy may be found at:
http://umanitoba.ca/admin/governance/governing_documents/community/230.html More information and resources can be found by reviewing the Sexual Assault site <http://umanitoba.ca/student/sexual-assault/>
- For information about rights and responsibilities regarding **Intellectual Property** view the policy http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site

<http://umanitoba.ca/faculties/>

Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations <http://umanitoba.ca/academic-advisors/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy/>

520 University Centre (204) 474 7423

student_advocacy@umanitoba.ca