



University of Manitoba

Clayton H. Riddell Faculty of Environment, Earth, and Resources

Department of Environment and Geography



Syllabus

Green Building and Planning ENVR

3750 (Winter 2024)

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COURSE DETAILS

| | |
|-------------------------|---|
| Course Title & Number: | Green Building and Planning, ENVR 3750 |
| Number of Credit Hours: | 3 |
| Pre-Requisites: | None |
| Class Times and Days: | Tuesday and Thursday 10:00 am - 11:15 am Jan 09, 2024 - Apr 12, 2024 |
| Class Location: | St. Paul's College 325 |

Instructor Contact Information

| | |
|----------------------------|--|
| Instructor(s) Name: | Dr. Lawrence Bird |
| Preferred Form of Address: | Lawrence |
| Consultation Hours: | Zoom/remote conferencing: by appointment |
| Phone No. | 204.788.1556 |
| Email: | lawrence.bird@umanitoba.ca |
| Contact: | Preferred way to contact is via email. |

On weekdays, I usually respond to emails within a few hours. I can commit to a response before midnight of the next working day.

Traditional Territory/Land Acknowledgment

As we'll learn in this class, there is a considerable intersection between principles of sustainable design/planning, and Indigenous conceptions of the land. Modern societies tend to treat the land and its products as resources for extraction and consumption. This attitude was one part of a cultural and technical machine that was very effective at industrialization and profit-making; but we are all living today with the consequences. In many older ways of thinking, including Indigenous ones, territories are not defined by fixed property lines or under the control of one person or company. Instead the land and its fruits are understood as things to be enjoyed, made use of, shared, valued and sustained for future generations. These are principles the world needs to adopt now if human life is to continue on this planet.

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota and Dene peoples, and on the homeland of the Métis Nation. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

Equity And Inclusion Commitment

I am committed to a society which is diverse, pluralistic, equitable and inclusive, and I strive to promote these qualities in any class I teach. I will endeavour to respect your identities and create with you an environment that works against any forms of oppression in and out of the classroom. I will make every effort to remove barriers to learning and to connect you with needed supports; many of these are outlined at the end of this syllabus. I encourage you to reach out to me if you feel your rights and needs are not being addressed.

Course Description

U of M Course Calendar Description

An overview of the concepts and tools of Green Building and Planning. The course covers the history and trends in Green Building and Planning, related policies overview, tools and techniques. There is a strong emphasis on learning from local case-studies through seminars and field trips.

General Course Description

This course will provide an overview of the principles of sustainable design - from architecture to landscape to city and regional planning – as practised in Manitoba today. The emphasis will be on real-world, local projects, but we will not neglect the context of trends and developments elsewhere. Students are expected to come out of this course with an understanding of sustainable design and planning principles and standards, but they are assumed to be learning as generalists, not sustainable design practitioners. This focus is in anticipation of their entry into a growing range of fields related to sustainability practise on graduation. To this end, you will be exposed to a number of local built environments and planning policies through presentations from numerous guest speakers, from planning officials to practising architects and landscape architects. We will have at least one and possibly several site visits, depending on logistics.

The benefit of this approach is to learn from a wide range of expertise and practices. The guest lecturers will be organized in three streams: **advocacy and governance**, **practise**, and **research and culture**.

Advocacy and governance will include presentations from two not-for-profits dedicated to sustainable practices, and representatives of the municipal government involved in sustainability planning in Winnipeg. This stream will include one speaker on the use of GIS in sustainability planning.

The **practise** stream will bring a number of practitioners to speak about the application of sustainable principles to the built environments they have designed. These talks will cover architecture, urban design, and landscape architecture. It will also include at least one site visit to an award-winning example of sustainable design.

Research and culture will look at a broader picture: how sustainable design and planning are done elsewhere, what research into sustainable practices is underway globally and in other cultural contexts, and intersections with Indigenous understandings of the land. We will hear from researchers from the University of Manitoba, but will also have guests joining us by teleconference from Edmonton, Montréal, and Pretoria (South Africa).

In coursework, you will have the opportunity to dig deeper into local examples of design and planning, the sustainability standards and principles applied to them, and broader cultural contexts. Evaluation will be based on tests and a research paper. The paper is an opportunity to examine a particular interest in greater depth, as described further below. To support your research and writing, we will have two additional guest speakers during the semester. Early in January, a librarian from the Sciences & Technology Library will talk to you about the range of research methodologies that may be useful to you. At the end of January, a representative of the university's Academic Learning Centre (ALC) will talk to you about the research writing process and offer some guidelines for writing. The ALC will also be able to provide support as you write your paper.

About the instructor

I'm licensed and have practised as both an architect and a city planner; I'm also a visual artist whose artwork focuses on Western impacts on the land. I have worked for a decade as an advocate for sustainable living - serving on the boards of directors of Sustainable Building Manitoba and Manitoba's Green Action Centre. I take a holistic view of sustainability in the built environment - I think sustainable living is a cultural phenomenon, not just essential to our survival, but in the meaning we give to life and the world. I look forward to sharing the learning journey of this course with you.

Course Goals

This course aims to:

- Develop an interest in you in the potential of design of the built environment to ameliorate the current climate crisis.
- Convey central principles, techniques, and standards guiding Green Building and Planning
- Expose you to important local examples of Green Building and Planning, and the practitioners involved in them,
- Allow you to explore a specific interest in Sustainable Design & Planning through a research paper on a topic of your choice.

Course Learning Outcomes

By the end of this course, you will be able to:

- Outline the key principles of Green Building and Planning and cite specific examples of them.
- Apply a vocabulary based on key concepts related to Green Building and Planning.
- Cite key examples of sustainable design in this province, including buildings, landscapes, and planning projects.
- List the main Green Building standards and critically assess and compare them.
- Demonstrate a basic understanding of technologies in current use in green building and landscape design.
- Apply critical thinking and academic integrity to a written exploration of a topic of your choice drawn from the subjects covered in this course.

Course Material, Readings, Technology

Readings

There is no textbook for this course. I can recommend the following resources. You are not expected to read every part of them, but some chapters will be used as reference materials for the lectures. You do not need to purchase these; they are available as indicated below.

- Kwok, Alison G., and Walter T. Grondzik. *The Green Studio Handbook : Environmental Strategies for Schematic Design*. Third edition. New York, NY: Routledge, 2018.
 - On reserve in the Fine Arts & Architecture library.
- Barnett, Jonathan., and Larry. Beasley. *Ecodesign for Cities and Suburbs*. 1st ed. 2015. Washington, DC: Island Press/Center for Resource Economics, 2015.
 - Available online through UM Libraries and at:
 - <https://link-springer-com.uml.idm.oclc.org/book/10.5822/978-1-61091-406-2>.
- Chapter 13, Sustainable Infrastructure, in *Sustainability: a comprehensive foundation*.
<https://open.umn.edu/opentextbooks/textbooks/96>
 - Open Education Resource, relevant to several lectures in this course.

Supplementary Readings

Some of the speakers will provide readings to accompany their talks. Many of these will be in the public domain. Some may also provide copies of their slide decks. When possible these resources will be provided as PDFs on UMLearn.

Online Resources

The following resources are mostly related to common green building standards/systems:

- www.cagbc.org
- www.usgbc.org
- <http://living-future.org/>
- <https://thegbi.org/>
- <https://www.passivehousecanada.com/>
- Built Green Canada www.builtgreencanada.ca
- Sustainable Architecture and Building <https://sabmagazine.com/current-issue/>
- <http://www.hpdcollaborative.org/>
- Healthy Building Network <http://www.healthybuilding.net/>
- Ecocity Builders <https://ecocitybuilders.org/>

Other online resources will be recommended during the semester.

UM Learn

Course material, including some of the slide decks and course readings, will be available on UM Learn at:

<https://universityofmanitoba.desire2learn.com/d2l/le/content/557792/Home>

You will submit your final paper on UM Learn and I will post feedback there.

Course Schedule

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students. Such changes are subject to [section 2.8 of the ROASS procedure](#).

| Week | Date | Guest | Topic |
|----------------------------------|-----------|--|---|
| Advocacy & Governance | | | |
| 1 | Jan 09 | Lawrence Bird | Course Introduction |
| | Jan 11 | Grace O'Hanlon, Science & Technology Librarian | Research Methodologies |
| 2 | Jan 16 | Cindy Choy, Chair, Sustainable Building Manitoba | Overview of sustainable building in the province |
| | Jan 18 | David Klein, President, Green Action Centre | Sustainable Living, Compost Winnipeg |
| 3 | Jan 23 | Laura Rempel, Sustainability Planner, City of Winnipeg | OurWinnipeg 2045/Climate Action Plan/Community Energy Investment Roadmap |
| | Jan 25 | Roger Rempel, Manitoba Climate & Green Plan Implementation Office; Colleen Kuruluk, Efficiency Manitoba | Green Buildings and Planning: Provincial Perspective |
| 4 | Jan 30 | Monique Dumontet, Academic Learning Centre | Research & Writing |
| | Feb 01 | Andrew Burton, Manager of Innovation & Technology, City of Winnipeg | Open Data, GIS and sustainability planning |
| Practise | | | |
| 5 | Feb 06 | Lindsay Oster, Architect & Principal, Prairie Architecture | Sustainable Buildings LEED, CaGBC, PassiveHaus, Living Buildings |
| | Feb 08 | Erin Riediger, Architect, Prairie Architecture | Sustainable Urbanism |
| 6 | Feb 13 | Lee McCormick, Architect & Principal, Architecture49 | The Leaf, biophilic design |
| | Feb 15 | Glen Manning, Landscape Architect & Principal, HTFC Design & Planning | Sustainable Infrastructure |
| | Feb 19-23 | Reading Week | |
| 7 | Feb 27 | Maria Mendes, Director, Environmental Stewardship & Campus Renewal, Red River College Polytech | Tour of Manitou a bi Bii daziigae, 319 Elgin Ave. |
| | Feb 29 | Test 1: Advocacy & Governance; Practise | Research paper consultations |
| Research & Culture | | | |
| 8 | Mar 05 | Shawn Bailey, Assistant Professor, Faculty of Architecture & Tiffany Shaw, Architect, Re-Imagine Architecture | Indigenous Design & Sustainability |
| | Mar 07 | Marcella Eaton, Professor of Landscape Architecture, Faculty of Architecture (and students) | Manitoba South, ish: Climate Initiatives for a Changing Region |
| 9 | Mar 12 | Jean Trottier, Professor of Landscape Architecture, Faculty of Architecture | La P'tite Forche: a National Urban Park for Winnipeg |
| | Mar 14 | Research Paper Topic and Outline due | |
| 10 | Mar 19 | Mercedes Garcia-Holguera, Assistant Professor of Architecture, Faculty of Architecture Joseph Ackerman, Research Associate, Sustainability in Action Facility, University of Manitoba | Walk-through of Projects at Sustainability in Action Facility, University of Manitoba |
| | Mar 21 | Donald & Evan Proven, Sun Certified Builders | High performance buildings: the builder's perspective |
| 11 | Mar 26 | Jeremy Gibberd, Architect, Adjunct Professor, Nelson Mandela University, S. Africa | Circular Built Environments in the African Context |
| | Mar 28 | Michael Jemtrud, Associate Professor, Chair in Architecture, Energy & Environments, McGill University | Research at McGill on decarbonization, Passive House Design, smart cities |
| 12 | Apr 02 | Bruce Duggan, Associate Professor, Providence University College; President, Boke Consulting | Remediation and alternative energy for Northlands Dënesųliné First Nation. |
| | Apr 04 | Test 2: Practise; Research & Culture | Paper consultations |
| 13 | Apr 09 | Final class: wrap up | |
| | April 15 | Research Paper due | |

Voluntary Withdrawal

Voluntary Withdrawal (VW) deadline for Fall term classes is **March 20, 2024**. This is the last day to withdraw with no refund. Students who do not drop a course by this deadline will be assigned a final grade. Please refer to the [Registrar's Office](#) web page for more information.

One test and preliminary outline of research paper (both with feedback) will be completed by this date.

Course Evaluation

Schedule for Assignments/Tests/Projects

Under "Weight" below, for some methods of evaluation two figures are given (eg. "15% | 20%"). This is to accommodate different learning strengths. Some folks may find they have strengths in memorization of facts and test-writing; others in research and development of an argument. I will do two calculations of final marks. One will be based on the first column of weights (Tests each 15%, paper 50%); the second will be based on the second column (Tests each 20%, paper 40%). In all cases Participation is worth 20%. After calculating two final marks, I will assign you the higher of your two final scores.

| | ASSIGNMENT | WEIGHT | DATE | FORMAT |
|---|--|-----------|-------------|---|
| 1 | Mid-term Test: Advocacy & Governance, Practise | 15% 20% | Feb 27 | Short or multiple choice answers, testing the knowledge from lectures and readings. |
| 2 | Final Test: Practise, Research & Culture | 15% 20% | April 2 / 4 | Short or multiple choice answers, testing the knowledge from lectures and readings |
| 4 | Term Paper | 50% 40% | March 14 | Selection of topic and preliminary outline of research paper. Not graded, but missing this deadline will incur a 5% penalty on the paper. |
| | | | April 15 | 1200-word Research Paper investigating a topic of the students' choice (detailed below). |
| 5 | Participation | 20% | | In-class participation: Engagement in class discussions; posing questions to guest speakers; regular attendance. |

ASSIGNMENT DESCRIPTIONS:

In-class participation

In my opinion the most important role of a university is to help students develop skills at critical thinking. Participating actively in class is part of that. As the semester progresses I hope our developing knowledge and exposure to different approaches to sustainability leads to discussions among all of us. The diverse range of guest speakers is an opportunity for you to ask questions of these experts; I encourage you to do so. So your participation in class matters to the course; this is recognized in the assignment of a mark based on participation. Additional factors considered include attendance and collaboration with other students.

2 Tests

These are intended to test:

- your general understanding from the speaker presentations and readings;
- your retention of knowledge of terminology and specific technical content.
 - This content will be clearly defined in classes (for example, specific texts to read).

Each test covers two of the presentation streams, as indicated in the Assignment Schedule. The questions will be mainly multiple choice, with a limited number of short-answer questions. They will be based on material presented in class by myself and guest speakers, support materials like slide decks and readings, and site tours.

Summative feedback (i.e. numeric graded feedback) will be provided for all tests, within two weeks of the test date.

Individual Paper

As we will be hearing from a wide range of speakers, on a diverse range of topics, it's anticipated you will come across specific subjects of interest to you. I encourage you to pursue these personal interests – in my opinion this is the most effective impetus for learning. It fits well with the course's intention to develop a holistic understanding of sustainable design.

This assignment is intended to:

- Give you the opportunity to investigate a specific interest in one of the subjects presented in class;
- Help you connect your chosen subject of interest to topics presented by other speakers;
- Develop and assess your understanding of how your subject of interest fits in the context of the practise of sustainable design and planning in Manitoba and the world today;
- Develop and assess your critical thinking about approaches to sustainability in the built environment.

As we move through the semester, you will choose one subject of interest from one of the lectures and write a research paper on it. You can choose your own topic, in consultation with the instructor; as the semester progresses we will have opportunities to define and refine your topic through in-class discussion, and consultation after class if necessary.

I have scheduled class time after Reading Week to meet with you to discuss topic selection and direction. I am also available at other times of the semester, especially before or after classes, for consultation.

Your paper should:

- Be approximately 1200 words long.

- Address a subject in Manitoba (or western Canada).
- Introduce us to new information about the subject (i.e. information not included in the original talk).
 - You can't, for example, just give an overview or summary of the lecture.
- Make connections between your subject and at least one (but preferably two or more) of the other talks.
 - The intention is to place your subject in context of other knowledge acquired in the course.
- Connect your subject with current developments in sustainability in Manitoba - from 2023 or 2024.

The paper will be evaluated based on:

- Clear presentation of the subject;
- What new information you have brought to the subject (beyond what guest speakers presented);
- How well you place the subject in broader contexts or in relation to other knowledge acquired in the course;
- Critical thinking;
- Consistent and correct use of writing conventions and citation standards.

Examples of research paper topics might include:

- A detailed case study of a specific sustainable built environment in the province (whether building or landscape), other than one presented in class, examining in terms of sustainability standards discussed in class: what standard guided the project and how well did it comply with that standard?¹
- A comparative study of several sustainable buildings (not already presented by a guest speaker) in terms discussed during two or more of the guest lectures;
- An analysis of an existing or proposed urban plan, including your assessment of its intentions and potential effectiveness in ameliorating the negative impacts of climate change, and placing it in a broader context (for example – comparing it to previous city plans in Winnipeg, or urban plans elsewhere);
- Sustainability in a specific cultural setting other than one discussed in class – discussing how an example of sustainable architecture or planning in Manitoba reflects a specific cultural outlook;
- Research into a specific sustainable technology with respect to its application in Manitoba;
- Pros and cons of different sustainable design standards (eg. LEED vs Passive House vs Green Globes vs...), with reference to their application to specific buildings in the province;
- A discussion of sustainable planning policies in Winnipeg and how they guide (or intend to guide) building and design practices, and built form.

We will discuss other possible topics in class. You will have opportunities to discuss your topic with me informally at any point in the semester. Selection of topic and preliminary outline of research paper are due in mid-March. Both can be revised afterwards. The reason for this deadline is to help you manage your time. This submission will not be graded, but missing this deadline will incur a 5% penalty on the paper.

Assignment Feedback

I will give you brief verbal feedback on your selected topic and outline submitted in mid-March. Summative feedback (i.e. numeric graded feedback) and short written feedback will be provided for the final paper after final submission (via UMLearn).

Referencing Style

We will discuss appropriate reference style with our guests from Library and the Academic Learning Centre.

¹ A detailed published case study of the Manitoba Hydro Building already exists, so anyone addressing this building would need to demonstrate what new information they were bringing to the task.

Grading

| Letter Grade | Percentage out of 100 | Grade Point Range | Final Grade Point |
|--------------|-----------------------|-------------------|-------------------|
| A+ | 95-100 | 4.25-4.5 | 4.5 |
| A | 86-94 | 3.75-4.24 | 4.0 |
| B+ | 80-85 | 3.25-3.74 | 3.5 |
| B | 71-79 | 2.75-3.24 | 3.0 |
| C+ | 65-70 | 2.25-2.74 | 2.5 |
| C | 60-64 | 2.0-2.24 | 2.0 |
| D | 50-59 | Less than 2.0 | 1.0 |
| F | Less than 50 | | 0 |

Expectations

The learning focus of this course is on integrative knowledge and critical thinking. I expect you to:

- take an interest in the course material,
- pay attention to the lectures,
- ask questions – learn actively,
- think about how the course material relates to your and our everyday lives.

The following strategies will help you do well in this course:

- Attend the lectures;
- Read assigned readings and slide decks when available –
 - if not before, than after the class, to review what has been discussed;
- Ask for more information if you are ever unclear on what has been presented by a speaker;
- Ask for help if you are having problems with the paper
 - Hand it in on time, but if you can't, communicate with me before the deadline;
- Do your own research;
- Remember that writing is re-writing:
 - do not leave your paper until the last minute, be sure to budget enough time to edit and revise it.

I also expect students to act respectfully towards each other and to me. The university expects that classrooms will be a respectful space, where students and instructors do not feel threatened or intimidated; these expectations are laid out in the [Respectful Work and Learning Environment Policy](#).

I also expect the following of myself as an instructor, and I urge you to call me on this if I fall short:

- To cultivate the classroom as a safe space, where all feel respected and that their input is valued;
- To cultivate the classroom as an inquiring space, where knowledge is questioned and debated;
- To respond to students' questions in a timely manner;
- To help students when they face challenges.

To this end I commit myself to the principles set out in this syllabus, including the Land Acknowledgement and the Equity and Inclusion Statement.

Other Course Policies

- Please be on time.

- Lecture decks will be posted on UM Learn in the days following class, when available.
- Attendance is expected.
- Tests will take place in class. I am still investigating whether this will be done on paper or digitally, on UM Learn.
- If you can't take part in scheduled class activities, a building tour for example, you should inform me in advance so the tour can move on without you.
- Students are not required to provide medical notes to support absences from class activities, but I will expect a medical note if you have to miss a test.
- I am okay with you recording lectures – but audio only please. I will discuss this with the guest speakers and if any of them object to this I will inform you. Please remember that the lectures themselves are NOT in the public domain – you can't distribute them to others. Course materials (both paper and digital) are for the participant's private study and research only.

Academic Integrity

The university identifies six values fundamental to academic integrity: honesty, trust, fairness, respect, responsibility, and courage. <http://umanitoba.ca/student-supports/academic-supports/academic-integrity>

I try to cultivate learning environments aligned with these values. While I think you should support each other in your research, and it is fine to compare notes and work together to find material, remember that your final work should be yours and yours alone.

Please do not share course materials (e.g., notes, exam questions, assignment instructions, articles, slide deck) that have been created by the instructor, a guest speaker, or authored by another person. If provided, they are for your personal use. Uploading them to note-sharing companies such as One Class, Course Hero, or Chegg (or other similar websites), is a violation of Copyright Law.

Plagiarism, duplicate submission, cheating on quizzes, tests, and exams, inappropriate collaboration, academic fraud, and personation are violations of the Student Discipline Bylaw and will lead to the serious disciplinary action. Visit the Academic Calendar, Student Advocacy, and Academic Integrity web pages for more information and support.

For more information on policies for Academic Integrity refer to <http://umanitoba.ca/copyright> and the Electronic Communication with Student Policy: http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html.

Artificial Intelligence

AI is increasingly used in professional environments for lower-level writing. I have used it myself at the office for writing press releases, where there is a clear formula to follow and set information to be included. It can even be useful in more advanced writing processes. I have used it myself to do background research for academic papers – on theory of architecture and film. However it must be used with caution. It can make suggestions about how to organize your writing, it can suggest references for your work or even avenues of exploration. But there is no way to guarantee that the facts it offers are accurate, that the text it gives you has not been copied from some other source that needs to be cited, or that it is not completely inventing some of what it tells you. Some versions of AI are easier to fact-check in this respect: Bing Chat, for example, provides footnoted references. But in my experiences, they are not necessarily the most relevant or insightful references.

You may choose to use AI as part of your research or writing process, but your final paper should consist only of your own writing. Currently, AI may be able to provide a mediocre substitute for your own writing or thinking, but to get a good mark you will need to put in your own work (a “good mark” means a B or higher). Your ideas need to be thought out, facts cited need to be accurate, and the writing needs to be coherent and polished.

In my experience, AI as it currently stands leans heavily toward the generic. You will notice that the writing

assignment for this course is designed to be specific. It has several requirements, including that your paper must be related to material presented by the guest lecturers in this course, the subject and material it explores must be for the most part specific to Manitoba, and you must relate it to current events in Manitoba from 2023 and 2024. I think that popular AI as it exists now would have difficulty providing useful material, beyond a general outline, for such a writing project. You will make better use of your time, with a stronger result, if you do the research and writing for this course by yourself, with some reasonable support from technology.

Accessibility:

I have a slight disability myself: mild hearing loss. I am committed to maintaining a barrier-free learning environment. If you are facing obstacles to accessibility, please let me know and we will find a solution.

[Students Accessibility Services \(SAS\)](#) offers academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Please contact SAS to arrange a confidential consultation:

- Student Accessibility Services 520 University Centre
Phone: (204) 474-7423
Email: Student_accessibility@umanitoba.ca

Assignment Extension and Late Submission Policy

- I realize that emergencies and unforeseen events happen. If you need to submit late for a valid reason, it is your responsibility to inform me and provide appropriate evidence (doctor's note, etc) **before the submission time/ date**. Otherwise late penalties for submissions will most likely be applicable.
- Late penalty: 5% deducted for each 12 hours late.
- Read and follow submission requirements carefully.

Class Communication

Email is usually the best way to reach me. I can be contacted on my cell phone in case of urgency. You are required to obtain and use your **University of Manitoba email account** for all communication between yourself and the university. *All communication must comply with the Electronic Communication with Student Policy:* http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html.

Using Copyrighted Material

Please respect copyright. We will use copyrighted content in this course. Course material is copyrighted Lawrence Bird, 2024, unless otherwise indicated. 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 (e.g., Course Hero, Chegg, etc.), unless an exception to the Copyright Act applies or written permission has been confirmed. For more information, see the [University's Copyright Office website](http://umanitoba.ca/copyright/) (<http://umanitoba.ca/copyright/>) or contact um_copyright@umanitoba.ca.

Learner Support

The University of Manitoba offers extensive support for students. I encourage you to reach out to any supports you need, particularly with regard to mental health counselling, and challenges faced by [Indigenous students](#), [International Students](#), and members of the [2SLGBTQ+ Community](#). Full contact information can be found [in this document](#). A complete listing of all learner supports at the University of Manitoba can be found at [Everything You Need to Thrive](#).

Some details are included below:

Writing and Learning Support

A representative from The Academic Learning Centre (ALC) will give us a talk during one of our classes, to go over writing strategies and standards, and the supports the ALC can offer.

Academic Learning Centre (ALC)

Further information on The [Academic Learning Centre](#) can be found at their website or [in this document](#). This includes [free one-to-one tutoring](#) and [Academic Success Workshops](#).

Contact the Academic Learning Centre by calling 204-480-1481 or emailing academic_learning@umanitoba.ca. Bannatyne students can contact the Bannatyne Student Services office at 204-272-3190.

University of Manitoba Libraries (UML)

Grace O'Hanlon, our liaison from University of Manitoba Libraries, will give us a talk during one of our classes, to go over research methodologies relevant to this course.

General library assistance is also available at both the Bannatyne and Fort Garry campuses by [visiting any library location](#) (<https://www.umanitoba.ca/libraries/locations-and-facilities>). When working online, students can receive help via the Ask Us chat button found on the right-hand side of the [Libraries' homepage](#) (<http://www.umanitoba.ca/libraries>).

English Language Centre

The [English Language Centre \(ELC\)](#) provides courses, tests, accommodations and individual support to **students whose first language is not English** in order to support academic success and participation in the University of Manitoba community.

Health and Wellness

Physical, mental, emotional, and spiritual health and wellness play a critical role in student success. See all of UM's resource on their [Health and Wellness](#) website, and make note of several specific UM and community supports listed below.

Winnipeg Urgent Physical and Mental Health Care

If you are an adult experiencing a mental health or psychosocial crisis, contact the [Klinik Community Health](#) (<https://klinik.mb.ca/crisis-support/>) 24/7 crisis line at 204-786-8686, visit the [Crisis Response Centre](#) (<https://sharedhealthmb.ca/services/mental-health/crisis-response-centre/>) located at 817 Bannatyne Avenue, or contact the Mobile Crisis Service at 204-940-1781.

Student Counselling Centre (SCC)

The [Student Counselling Centre](#) provides free counselling and mental health support to UM, English Language Centre, and International College of Manitoba (ICM) students. They are open year-round, Monday through Friday from 8:30 am to 4:30 pm. Our commitment is to offer a support service to every student who contacts us.

Visit the SCC's [For Urgent Help](#) webpage or the urgent care resources listed above if you require immediate support.

Visit the SCC's [Our Services](#) webpage for more information on accessing a variety of services including individual counselling, counselling workshops and groups, support resources, and learning disability assessment services.

- The SCC is located at 474 UMSU University Centre (Fort Garry Campus).

Health and Wellness Office

For any changes you want to make to your health and wellness, the Health and Wellness Office at the University of Manitoba is here to help you take control of your own health and make your own decisions. We are a judgment-free space and we avoid labels whenever possible. For more information, please visit the [Health and Wellness Office](#).

Spiritual Care and Multifaith Centre

Spiritual care services are available to all, whether you identify as spiritual, atheist, religious or agnostic. [Spiritual Services](#) also offer specific denominational support for certain religious groups and by Indigenous Elders-in-Residence.

Student Support Case Management (SSCM)

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.

University Health Service (UHS)

The [University Health Service](#) offers a full range of medical services to students, including psychiatric consultation, via two health clinics:

- Fort Garry Campus: (204) 474-8411, ACW-Lot temporary trailer (behind the Isbister building)
- Bannatyne Campus: (204) 474-8411, P309 – Pathology Building

Sexual Violence Support and Education

The [Sexual Violence Resource Centre](#) located at 537 UMSU University Centre (Fort Garry campus) provides support, resources, information and referral services for any student, faculty or staff member who has been affected by sexual violence.

Student Advocacy

[Student Advocacy](#) is a safe place for students. We help you navigate university processes and advocate for your rights as a student at UM. If anything in your personal or academic life is affecting your studies, contact our confidential intake assistant by phone (204-474-7423) or email (stadv@umanitoba.ca).