

# IBH 4AB6B: Social Entrepreneurship Capstone

## Winter 2024 Course Outline

Dr. Karen Balcom

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### Welcome

Welcome to IBH 4AB6. I am so looking forward to working again with those of you I met in IBH 1AD3, and so excited to meet others in the group for the first time.

As you likely know, the title of the course is a misnomer and an artefact of mid-cycle curriculum change. Although the title says "social entrepreneurship capstone," this is - in fact - your community engaged research capstone.

This course aims to help you build knowledge of Hamilton as a community, and both express and develop your skills in community engaged research and activism. This class is built around semester-long reciprocal research projects conducted with our various community partners. The projects in this course require you to integrate your business and humanities skills. Thus, on multiple levels, this course gives us the chance to reflect on the integration of business and humanities across your degree.

### Acknowledging Land

As we gather and prepare to work together, I invite you all to join me as we acknowledge the traditional owners of this land and give thanks for the opportunity to live, work, play and love as we benefit from occupying these lands.

The city of Hamilton and McMaster University stand on land protected by the Dish with One Spoon Wampum agreement, a sacred covenant binding peoples on this land to care for the land and care for each other in peace. The city and the university are within the traditional territories of the Anishinaabe and Haudenosaunee peoples, on lands subject to Upper Canada Treaty 3 (1784/1792) and adjacent to lands granted in perpetuity to the Six Nations of the Grand River under the Haldimand Proclamation of 1784.

For me, an acknowledgment of land must touch the past, the present and the future. We must recognize the many lands that have nurtured us, recognize the traditional owners of those lands who continue live upon them and safeguard them, and make commitments to continue best traditions while acknowledging past wrongs and searching for better futures. In the end, there can no single acknowledgment – we come from many traditions and from differing histories and relationships to this land- as settlers, as migrants whose families came to these lands willingly or unwillingly, as guests, as Indigenous peoples. My family lives on the traditional territory of the Mississaugas of the Credit First Nation of the Anishinaabe peoples, on lands that are also subject to the terms of Upper Canada Treaty 3 (1784/1792). But I must also acknowledge the lands on which I was raised and nurtured in Mi'kma'ki, the ancestral and unceded home of the Mi'kmaq people. My partner was raised on the ancestral lands of the North Nation of the Tasmanian Aboriginal People. And, so, in our small family we must understand that we inherit and occupy a complex history of global colonialism and its ongoing effects. We are these histories, we live them, we benefit from them. We have responsibility to them, and to a more just future.

I invite you all to consider your relationship to land and to the traditional owners of land, to consider how you will take action to repair relationships, repair the land, and work for the resolution of broken treaties and commitments.

## Logistics

- Class Meetings: Fridays, 11:30 – 2:20 PM
- The class does not convene every week; check the course schedule below

## Zoom/Masks and Taking care of each other

### This is an in-person class/Zoom is a backup

We offer a synchronous zoom call as a backup if you are unwell or otherwise prevented from attending in person. The zoom is there to help us take care of each other, and to meet our varying needs and capabilities. If you are unwell, please attend via zoom. But to be clear, the zoom call is a backup. Although we will try to be attentive to folks on the zoom, this class is oriented to in-person delivery. A recording of the zoom call will also be posted.

### Masks

I will be wearing a mask most classes and for as long as I can function in it. This is a crowded classroom, and it is respiratory virus season. I cannot afford to get sick, and I certainly do not want to make anyone else ill. I urge you to consider wearing a mask, but of course this is not required.

If my mask means that you cannot clearly hear or follow me, then let me know and I adjust.

### Join us in person when you are able/stay home if you are ill

We want to see your smiling face (or, you know, whatever passes for smiling in March), but we are very happy to see it on a zoom screen if you are unwell. Take care of yourself as you need to.

### Cameras and the Zoom Call

It is wonderful to see your face, and there are many reasons why you might need to keep your camera off. This is your choice if you are on zoom.

## Who we are and how to contact us

### Instructor:

Dr. Karen Balcom, Associate Professor of History and Gender Studies & Feminist Research,  
Academic Co-Director, Office of Community Engagement  
Email: [balcomk@mcmaster.ca](mailto:balcomk@mcmaster.ca)  
Office: CNH 607 (History) and 8 Mayfair Crescent (Community Engagement)  
Office Hours: Tuesdays, 10- 11:30. Online, or in person at 8 Mayfair Crescent. Other  
Use the calendly tool in Avenue to schedule a meeting or talk to me about other available times

### Teaching Team:

Erica Daly  
Email: [dalye2@mcmaster.ca](mailto:dalye2@mcmaster.ca)  
Office hours: By appointment online or in person

Amandeep Saini

Email: [sainia20@mcmaster.ca](mailto:sainia20@mcmaster.ca)

Office hours: By appointment online or in person

## Course Objectives and Learning Goals

- Build knowledge of Hamilton as a community, as well as the best practices of activism
- and community engagement within specific environments
- Unify the functional knowledge you gained during this program, such as social
- entrepreneurship and community engagement and provide you with a working
- knowledge of how community-focused organizations function on many different levels
- Understand and articulate the principles, ethics, and core attitudes related to community participation as defined in McMaster’s Principles of Community Engagement
- Reflect on the integration of business and humanities in this course and across your degree
- Develop skills for effective community engagement including the following:
  - Effective and purposeful communication
  - Observation, analysis, and primary and secondary research skills
  - Reflexive assessment
  - Collaboration in planning and implementation of projects
  - Conflict resolution

## Our Community Partners and Projects

This semester, we have ten community research projects with eight different community partners. In assignment you will bid on three projects by discussing how your strengths and experiences would support the goals of the project.

COMMUNITY PARTNER	PROJECT	TEACHING TEAM LEAD
Project #1: YWCA Hamilton	Support YWCA in implementation of community-driven, gender-based safety audit.	Karen
Project #2 McMaster Children and Youth University	What can we learn about the benefits of humanities-based education and training for children, and how can MCYU harness that information in their programming and marketing?	Karen
Project #3 centre [3] For Artistic And Social Practise	Support Centre [3] to communicate more effectively about the many ways they support accessibility in the arts.	Erica
Project #4 10C Space For Change	Curation/Rollout plan utilizing existing online business training to support new social enterprise entrepreneurs and changemakers	Amandeep
Project #5 Hamilton Immigration	How do immigrants in the Hamilton area understand “belonging”? (Analysis of data from a recent survey of immigrants and	Amandeep

Partnership Council	newcomers; focus group follow ups to the survey)	
Project #6 CityLab/ City of Hamilton Human Resources	What tools or approaches exist to measure employee productivity in hybrid work environments?	Erica
Project #7 CityLab/ City of Hamilton Human Resources	What do we know about how hybrid work environments affect work culture, employee morale, equity, and other benefits (to workers/to employees)?	Erica
Project #8 CityLab/Hamilton Housing Secretariat	Financial models and strategies for affordable housing acquisition	Amandeep
Project #9 CityLab/Hamilton Housing Secretariat	Community Engagement models for municipalities developing an acquisition strategy for affordable housing	Amandeep
PROJECT #10 CityLab/Hamilton Public Works	Strategies for expansion to Hamilton's Team Up to Green Up program	Erica

## Creating and Maintaining a Respectful Classroom Environment

Due to the nature of the course material, disagreements and misunderstandings might arise. They likely will. We welcome respectful disagreement and questioning as we assess new ideas; this is how we learn. At the same time, all students are expected to treat their peers and the teaching team with respect. Sexist, racist, homo/transphobic, and other oppressive language and behaviours are not acceptable. If you are unsure of what this means, or if you feel you are being silenced or marginalized in the classroom, please speak with Dr. Balcom or one of the TAs. We will listen, and we will help.

## Trigger Warnings and Class Material

Some of the class and project material can be tough to deal with. We may talk about oppression, trauma, and violence, especially as they are built into social structures and even the delivery of services in our city. I will do my very best to let you know what is coming, especially when I think it might be triggering. But, I will never be able to know what is hard for you. Turn off and turn out when you need to. Let us know if you are struggling and we will point you to help.

## Special Needs/Support for Your Learning

If you have special needs regarding note-taking, or completing assignments you should inform Dr. Balcom by the end of the second week of classes. If you have an accommodation agreement through Student Accessibility Services (<http://sas.mcmaster.ca>), SAS will email me (Dr. Balcom) a

link. I will follow up with each of you, but it might take a while so I urge you to reach out to me and speed up the process. The TAs and I really want to help you, but we have to know what you need. If there is something you need, you can and should let us know about it before the “paperwork” comes through. Don’t wait – tell us what you need now.

*If you are not comfortable using the SAS service but you have a learning need, then you should be in touch with me as soon as possible. I*

have tried to implement best practices in universal design to anticipate needs before they arise, but I am sure I have missed some things. Please let me know about ways to improve your access to the class, including such things as fonts and formats in slides and accessible versions of course readings.

## Course Materials and Things to Purchase

There are no required texts to purchase for this class. Readings are provided through A2L.

## Assignments and Evaluations

Detailed explanations of all assignments are on Avenue to Learn.

ASSIGNMENT	BRIEF EXPLANATION	DATE	VALUE	INDIVIDUAL OR GROUP
ASSIGN #1: PROJECT BID	Outline your potential contributions to three projects	Jan. 20	10%	Individual
ASSIGN #2: SYLLABUS QUIZ	It is a very long syllabus, if you read it, you deserve credit	Jan. 20	1%	Individual
ASSIGN #3: WHAT DO YOU NEED?	A one question quiz asking what you need to support your learning	Jan. 20	1%	Individual
ASSIGN #4: RESEARCH PLAN	Research plan worksheet completed by your project group	Feb. 2	10%	Group
ASSIGN #5	Reflexive Essay related to Terry Cooke Fireside Chat or other guest speaker	March 15	8%	Individual
ASSIGN #6	Reflexive Essay on the Integration of Business and Humanities Across your degree (in lieu of final exam)	April 12	15%	Individual
COMMUNITY ENGAGEMENT PROJECT WORK/PRESENTATION AND DELIVERABLES	Remaining 55% of grade. Group decision on how to divide between presentations, deliverables and/or peer review of contributions to group		55%	Group

	(note that there is an additional 20% attached to the project through the Project Bid and Research Plan)			
BONUS ASSIGNMENT	Create you land acknowledgement and action plan	Feb 16	2% added to final grade	Individual

## Opt-out Option

No one can or should be forced into community engagement work. As a result, we have prepared an option for students who want to opt-out of the community-based project. The basics of this approach are explained in the instructions for Assignment #3, but if you are choosing this option you will need to be in touch with Dr. Balcom right away for more instruction.

## How do we assess writing in your assignments?

In general terms, you should know that when we grade your written assignments, we pay attention to your analytical and factual content, and also to the quality of your written expression. The production of clear, technically proficient and well-organized prose is an essential skill that you need to work on and refine during your time at McMaster.

You are welcome to meet with the teaching team to discuss improving your writing, but we also encourage you to use other resources on campus available through the Student Success Centre:

<https://studentsuccess.mcmaster.ca/academic-skills/> You might also explore the online tool Grammarly, which will point out errors in your prose and suggest corrections. You can access a free version of Grammarly at <https://www.grammarly.com/>.

In your individual assignments in this class, it is always acceptable to write in the first person when that approach is appropriate to the story you are conveying and the argument you are making. However, and as we will discuss in class, writing in the first person is NOT a substitute for making arguments without evidence and examples

Your community partner may specify format and approach to writing in your deliverables. For example, in all projects, literature reviews and environmental scans should be written in plain language (vs. academic speak). We will talk about this a class workshop.

You will find additional information about rubrics (we don't use them) and specific requirements for assignments in the instructions for each assignment.

## Use of Generative AI in Assignments

All of us are still coming to terms with when, why, and how to use Generative AI tools in our lives and in our studies. [The university has issued a set of provisional guidelines](#) for the use of AI. I stand in strong support of the core principles expressed in the guidelines:

- Students want to learn, and instructors want to support their learning.
- Participatory learning – learning which happens in relationships and community – continues to be a valuable and vital way for students to learn.
- Assessments that require students to document the process of learning continue to be meaningful for student learning.

- Generative AI poses risks, as well as opportunities. Individuals will have different reactions and different expectations for the technology.

At this stage, instructors are given a lot of leeway in how they wish to incorporate AI into their assignments and classroom work. I have chosen the first of three pathways suggested in the guidelines, as follows:

Students may use generative AI in this course in accordance with the guidelines outlined for each assessment, and so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside assessment guidelines or without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use for each assessment and to be clear on the expectations for citation and reference and to do so appropriately.

### Use of Generative AI in assignments submitted to the teaching team

The instructions for each assignment will include a discussion of your options to use - or not use- generative AI tools. These instructions include guidelines for citation should you use AI tools in your work. You will see the first example of this in Assignment #1, and we will have a longer discussion of Generative AI in class on Jan 19 and I will let you know where my reservations lie as a teacher of writing and critical thinking. Most of all, my policy for this course is we need to be honest with each other and we need to disclose our decisions and their implications.

### Use of Generative AI in Project deliverables for Community Partners

You will need to have an explicit conversation with your community partner about the parameters for using or not using Generative AI tools in work in project deliverables which the partner may further distribute. Workplaces and organizations are developing their own guidelines, and you will need to follow. If you are using Generative AI (after consultation with your partner) then our rules about citation will apply.

## Citations

Business academics use Chicago Style (Author-date). Check Content > Student Resources for links to a formatting guide for Chicago Style and for a document explaining why, how, and when we use citations in academic writing. But, to be truly clear - we are more interested THAT you use citations where appropriate (and we will help with that) than we are interested in becoming the comma police. And, we expect you to present a professional project to your community partners that uses citations where needed and in proper format – according to the preferences of your community partner.

[The university has developed specific citation guides for the use of generative AI in academic work.](#) If you are using AI tools (see the policy above and the specific instructions for your assignments), then you will need to follow these guides.

## Accessible Documents

All documents generated by the teaching team – from this syllabus to assignment instructions, to slides, to the A2L have been created with explicit attention to best practices in creating accessible course materials. This means that we use style formatting (headers, design of tables) that are screen reader-friendly and include Alt Text for images. The slides for the class are prepared in a McMaster-provided accessible template with attention to colours, contrasts and alt-text. One of the assessment criteria in this course is that your assignments and presentations are also presented in accessible formats, and we will give you training in this area.

Preparing access documents in your assignments is not complicated, especially when they are dominated by text. More complex issues will arise when you are preparing presentation slides. We will talk about it and provide you with accessibility checking tools.

## Accessible Documents and Project Deliverables

Organizations have their own criteria for accessibility in documents. You will need to discuss this with your community partner, and determine their approach, especially in deliverables such as infographics, social media content and marketing images/products.

## Late Work Policy

We do not have late penalties in this class, but we do have firm due dates and there are consequences for work that is turned in after those deadlines. Our overall policy is that we are committed to treating each other as human beings with complex demanding lives. We are prepared to be flexible, but we need to be responsible to each other within that flexibility.

If you are having trouble or getting behind, talk to us. Learning to communicate clearly about our needs and expectations is an important part of our evolution as scholars and as people. We can help. We know the university policies and procedures that can be turned to your benefit. We all need help sometimes.

All individual assignments (*with the exception of Assignment #1, which has a tight turnaround*) have a one week grade period. If you cannot complete your assignment on time, then you have one week after the due date to complete the work with no questions asked. We assume you are working away and managing your own time. If the work is not in one week after the due date, then you need to be in touch with Dr. Balcom, to explain what is going on and make a plan.

Group projects are more complicated. In a group project, you are responsible to your group members and your community partners to complete the work as scheduled. If you are struggling or behind as an individual, you need to let your group know. If the problem is bigger than can be handled inside the group, then go to your teaching team support or Dr. Balcom. The same basic principles – treat each other as humans in a difficult situation - apply, but it just is more complicated to arrange for later submission of work when your teammates and your community partners are relying on you. Just stay in touch.

## Tentative Course Schedule

This plan may change in some details as we work with our community partners and invite guests into the class. Check the weekly schedule and reading assignments in the checklist every week for updates. In most weeks, there is not assigned reading. We assume that your attention is on your community research plan throughout.

DATE	CLASS PLAN	NOTES
JAN. 12	Introduction to Class  Thinking About Community and Community engagement  Introduction to Projects  Discuss Assignments 1/2/3	
JAN. 19	Acknowledging Land/Discuss Bonus Assignment	Assigned Reading as detailed in the checklist for Jan. 19 and available on A2L



	Principles of Community Engagement and how they apply in our research and in our class	Assignments 1/2/3 are due on Jan. 20
	Generative AI in this class	
JAN. 26	Methods Workshop #1: Literature Reviews	You will receive your group assignment on Feb 23.
	Discussion of Assignment 4: How to create a research plan	There will be background reading on your project to be completed before your first project meeting on Jan. 26
	First meetings with community partners (some projects may meet at another time – stay tuned)	Assume your project meeting is at 1:00pm on Jan. 26 unless you are advised otherwise
FEB. 2	11:30: Methods Workshop #2: Plain Language Writing and Accessible Documents	Consult the project proposal for your project to determine which methods workshops are required for your project. Workshops #1 and #2 are required for all projects.
	12:30 Methods Workshop #3: Environmental Scan	
	1:30 Methods Workshop #4: Research Ethics and Focus Groups	Assignment #4 is due on Feb. 2
FEB. 9	Community Partners Panel: Equity in City Services and Governance (Option for Assignment 5)	If your community partner has offices is located downtown (that is almost everyone) this will be a good opportunity for an in-person meeting
	Class may meet at CityLab this week.	
FEB. 16	Class does not meet	
FEB. 23	Class does not meet/Reading Week	
MARCH 1	All IBH Event: Fireside Chat with Terry Cooke, Hamilton Community Foundation	12:45 – 2:20, Wilson Concert Hall
MARCH 8	Required for Assignment 5 Mid-Semester Project Presentations and Discussion, with Level One 1AD3 students in attendance	TSH 118 and ABB 165 (Split Class)
MARCH 15	Class does not meet.	Assignment 5 due March 15th
MARCH 22	Community Panel: Building a Career in/with community (Final option for Assignment 5)	

	Reflecting on Integration in the IBH degree	
	Discussion of Assignment 7	
	Feedback and Discussion of 4 <sup>th</sup> year course structure	
MARCH 29	Class does not meet	
APRIL 5	Final Project Presentations Lunch and Celebration	<b>Likely location: CityLab</b> We may need to extend class time to allow for all presentations.
	Student in CityLab projects will give their presentations as part of the CityLab Showcase	Not that students in CityLab Projects have specific deliverables for the CityLab showcase
APRIL 12	Submission of Assignment 6	
APRIL 20	Final Date for submission of all project deliverables	

## University Policies (with some tweaks)

### Faculty of Humanities Email Policy

It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account. It boils down to this: DO NOT send us email from that weirdly named account you set up in high school.

### We recommend that you forward your A2L email to your McMaster Gmail

The easiest way for the us to send messages to you, and the easiest way for you to send emails to everyone is through the (otherwise clunky) A2L email system. To make sure that our A2Lgenerated email reaches you, we recommend that you set your A2L email to forward to yourMcMaster gmail.

### How?

When you are signed into to any course in A2L, you will see your name just to the left of the settings wheel. Click on your name. Click on Account Settings. Click on Email. Find the box for Forwarding Options. You only need to do this once in your university career.

### Our Personal Email Policy

Email is generally not a substitute for in-person discussion. If your email requires more than a 2-sentence response, it is better suited for discussion during office hours. You can find information on office hours near the beginning of the syllabus, and on our A2L home page. Corresponding with an instructor or TA over email is like a virtual office hour, and nobody holds office hours 24/7. Please understand that we are not able to respond to course email every day. And remember, an email to an instructor is a professional communication. Write to us as if you were writing to someone you work for, or someone who is grading you, or someone who might someday write you a letter of recommendation...

### Avenue to Learn

In this course we will be using [Avenue to Learn](#), McMaster's online learning system. Students should be aware that when they access the electronic components of this course through A2L private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

We will use Avenue to give you your zoom links, post lecture slides before the lecture, distribute detailed guidelines for assignments, post and display your grades (only you see your grades), and inform you of upcoming events. To help you manage all of this, we will have a weekly checklist on the site. You should get in the habit of checking our A2Lsite as you prepare for class/tutorial and just before each class to download the lecture slides, access any additional links you will need during the class, and find the Zoom link if needed.

### McMaster Student Absence Form

Please note: Because of the Late Penalty Policy outlined above, we likely will not see MSAF submissions in this class.

Absences of 3 days or fewer which mean you will miss a deadline for an assignment may be reported using the McMaster Student Absence Form (MSAF)/Self Report. The MSAF form is available to you through the MOSAIC Student Center (in the drop-down menu under OTHER ACADEMICS). I will be informed by the system when you submit an MSAF, but it is YOUR responsibility to follow up with me immediately to see if an extension or other accommodation will be granted, and what form it will take. There are NO automatic extensions or accommodations. If you submit an MSAF form, the next thing you must do is contact the instructor. You cannot use an MSAF in connection with a final exam or an assignment worth 25% or greater of your course grade.

### Academic Accommodation for Religious, Indigenous and Spiritual Observations (RISO)

If you anticipate the need for an academic accommodation (you must miss a class, a tutorial, an assignment, an exam) because of Religious, Indigenous or Spiritual Observation, start with the home page for your faculty (Humanities, Social Sciences, Science, etc.) and look for the R.I.S.O form. After you get a response to this form from your faculty office, you contact your instructor(s). The official policy says that you must ask for the form within ten days of the beginning of the term, but if you miss this deadline, please speak with me directly. I am not going to say no to these requests, whether or not they are submitted through the official channels or within the first ten days.

### Academic Integrity: (See also comments on Generative AI on p. 5)

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has

been obtained.

2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### Academic Integrity and Generative AI

The following text is taken from the university's [Provisional Guidelines on the Use of Generative AI](#) in teaching and learning. Item 1B applies in this course - subject to criteria for the use of Generative AI on page 5 of this syllabus and with explicit attention to the comments on the use of Generative AI in community projects.

1. McMaster's existing [academic integrity policy](#) applies when using generative AI. Its overall definition of academic dishonesty, which is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage, allows for allegations related to generative AI. The policy states under item 18(c) that "It shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source".
  - a. Unless otherwise stated, students should assume use of generative AI is prohibited.
  - b. Instructors who incorporate generative AI into courses should explain to students in writing and verbally in-class how generative AI material should be acknowledged or cited. [See McMaster's citation guide](#) for examples.

### Our Comments on Academic Integrity

We always start with the assumption that we all have, and will enact, integrity as we work together. We expect ethical behaviour from ourselves and from you. We assume that we are all here to learn and we assume that you are not here to evade learning. We would much rather hear that you are struggling and find a solution together, than end up in a difficult conversation about academic dishonesty. And, we do take violations of academic integrity seriously. In this course, your violations of academic integrity (which will not take place anyway) could have serious consequences for your community partners as they deploy your work.

### Authenticity / Plagiarism Detection

Note: this is an official university policy and I am required to include this in your syllabus, but we will NOT use Turnitin or any surveillance software in this class.

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### Modifications to Course Outline

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

### Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image maybe recorded by others during the class. Please speak with the instructor if this is a concern for you.