Faculty of Business
IBH 1BB3
Insight and Inquiry: Examining Ourselves and the World around Us
Fall 2026

Instructor Information

Alpha Abebe
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Office Hours:
By appointment

Course Information

Lecture: Fridays 11:30am - 2:20pm (in person lectures)

Course Dates: 09/08/2026 - 12/10/2026
Units: 3.00
Course Delivery Mode: In Person
Course Description: Effective leaders are able to formulate creative questions, recognizing that how we ask a question determines the nature of the answers available to us. Working in the technology-enriched environment of an active learning classroom, students will focus on how to ask good questions about specific issues and how to use those questions to interrogate evidence in different ways. Lectures (three hours) Prerequisite(s): Registration in Level 1 of the Integrated Business and Humanities Program Antirequisite(s): Not open to students with credit or enrolment in HUMAN 1QU3

Instructor-Specific Course Information

Course Objective: This course will help students understand the value of critical thinking and strengthen their ability to ask and explore insightful questions about the world around them. Students will be introduced to a diverse range of ideas and tools that will benefit them in both their university and professional careers.

Course Description: In a world of smartphones, Google and AI, it seems we can find answers in an instant. However, the greatest challenge is to ask the right questions, recognizing that how we ask a question determines the nature of the answers available to us. Effective learners and leaders are constantly formulating creative questions and explorations about themselves and about the world around them. Students will focus on how to ask good questions about specific issues, how to collect and analyse information, and how to apply these insights in different ways. Students will be introduced to an insight and inquiry process that challenges them to think critically and methodically in their pursuit of knowledge and understanding. The skills students acquire in this course will apply to other university courses and the world beyond, including business, government and community.

Meeting Details

COURSE CONTENT DELIVERY:

Activity	Delivery	Description	Tool(s)
Lectures	Synchronous in Person	Lectures will be led by the Instructor and will also include in-class activities and discussions.	In Person (via Zoom if there is need to switch to virtual delivery)
Recorded Lectures	Asynchronous	Lectures will be recorded and available to view for the entirety of the course	Uploaded to Microsoft Teams weekly.

Announcements	Asynchronous	Important course information, material, and announcements will be shared on both A2L and MS Teams. Please ensure you have notifications and/or email alerts enabled for both of these platforms.	A2L and Teams

Important Links

- Mosaic
- Avenue to Learn
- Student Accessibility Services - Accommodations
- McMaster University Library
- eReserves
- Open Education Resources

Course Elements

Credit Value: 3
Avenue to Learn: Yes
Participation: Yes
Evidence-Based: Yes

Leadership: Yes
Ethics: Yes
Innovation: Yes
Experiential: Yes

IT Skills: No
Numeracy: No
Group Work: Yes
Final Exam: No

Global View: Yes
Written Skills: Yes
Oral Skills: Yes
Guest Speaker(s): Yes

Course Learning Outcomes

- 1. You will be able to define Humanities and articulate how the study of Humanities disciplines can complement the study of business and speak to real world issues.
- 2. You will recognize the importance and value of asking questions in all aspects of life, school, and work. You will be able to assess the quality of questions and identify how framing questions in different ways leads to different types of answers.

- 3. You will be challenged to think critically about your position and identities in society, and how this impacts the way you see and examine the world.
- 4. You will learn the value of empathy and humility, and ways to practice this when encountering and exploring perspectives and experiences that are different from your own.
- 5. You will have a broad understanding of the research cycle and will be able to identify a topic, define a question, and articulate a problem for any given research project.
- 6. You will become familiar with a variety of information sources and be able to both find them and evaluate their quality and utility. You will have been exposed to techniques for organizing and keeping track of your sources.
- 7. You will be provided with a variety of tips and strategies for succeeding in your university and professional careers.
- 8. You will learn and implement best practices for working in a group. You will work together in a group to gather and synthesize information as well as present your findings.

Required Materials and Texts

Please sign in with your MacID here to view your booklist

Web-based platforms used in this course (note: additional online tools and/or platforms may be introduced during the course):

- **Avenue to Learn (A2L) for course readings, announcements, assignment submissions and grades: http://avenue.mcmaster.ca**
- **Zoom in the event we need to pivot to a virtual lecture and/or group work: https://zoom.us/**
- **Microsoft Teams for recorded lecture uploads, in class activities, and some announcements (invitation/code for the class team will be provided).**

There is no textbook for this course. Electronic copies of all required readings will be posted on Avenue to Learn (A2L) and MS Teams. Below is a list of the readings that will be assigned. See lecture schedule below for further details regarding the required reading for each week:

- **The Value of Humanities (2015). In. Holm, P., Jarrick, A., & Scott, D. Humanities world report 2015. Springer Nature.**

- **Soedirgo, J., & Glas, A. (2020). Toward active reflexivity: Positionality and practice in the production of knowledge. *PS: Political Science & Politics, 53*(3), 527–531.**
- **Evaluating Statements and Identifying Sources. (2021). In. Kilcrease, B, How to Think, Read and Write in the Twenty-First Century. University of Toronto Press.**
- **S. Keshav. 2007. How to read a paper. SIGCOMM Comput. Commun. Rev. 37, 3 (July 2007), 83–84.**
- **From Topics to Questions. (2016) In. Boothe, W.C.; et al., The Craft of Research, 4th Edition. University of Chicago Press.**
- **Hosseini, D. D. (2026). Generative AI: A problematic illustration of the intersections of race, gender and class. *The Geographical Journal, 192*, e70085.**
- **How to Decide Upon a Methodology. (2009). In. Dawson, C. Introduction to research methods: A practical guide for anyone undertaking a research project (pp. 14-26). Hachette UK.**
- **Critical Analytical Writing. (2017). In. Cottrell, S. Critical Thinking Skills - Developing Effective Analysis and Argument (pp. 147-169). Macmillan Education UK.**
- **Remington-Doucette, S. (2013). Wicked Problems and their Resolution. In Sustainable World: Approaches to Analyzing & Resolving Wicked Problems (pp. 43-80). Kendall Hunt Publishing.**
- **Tilley, S. (2016) Theorizing Data. In 'Doing Respectful Research' (pp. 163-171).**

Class Format

In Person

Course Evaluation

Grade Component	Weight	Due Date	Description
Class Engagement	15%	Weekly – Reflection entries due the Sunday following each class (no entry during Mid-term Recess)	Short weekly reflection entries (1–2 paragraphs each) engaging with the week's readings and lectures, and/or discussions.

Grade Component	Weight	Due Date	Description
Field Research Assignment: Questions in Action	25%	Part A: Fri, Oct 23 Part B: Fri, Nov 20	Two-part assignment: field engagement, notes/photos and research questions (Part A), followed by a 750–1,000 word analytical paper using field observations and three peer-reviewed scholarly sources (Part B).
Visual Stories and Representation Reflection Paper	15%	Wed, Nov 4	Reflective essay (800–1,000 words) using close visual analysis of three related images to examine representation and how the viewer's positionality shapes interpretation.
Group Project: Exploring the Archives	25%	Presentations: Nov 23 or Nov 30 Report: Fri, Dec 4 Peer Feedback Survey: End of term; details TBA	Group archival research project including an in-person archives visit, written report, and 10-minute in-class presentation (15% of final grade), plus an individual peer-feedback component (10% of final grade).
Final Class Reflection Paper	20%	Thurs, Dec 10	Written assignment (1,000 words) synthesizing learning across the course, making reference to a minimum of three course readings.

Course Evaluation Details

1. CLASS ENGAGEMENT (15%)

Learning Objective:
Ensuring you get the most out of this course by regularly attending class as often as possible, reviewing the assigned readings, and reflecting on course material and discussions.

Task:
Actively engaging in class is critical to gaining the most out of the course content and experience and succeeding academically in the overall course.

Students will be responsible for submitting weekly reflection entries on A2L (1-2 paragraphs long) and this will serve as evidence of your engagement in the course. In these entries, you will be invited to reflect on something that stood out to you, challenged you, surprised you, sparked a particular emotion, and/or expanded your thinking from that week's reading, lecture and/or discussions. Entries are due before the following week's lecture (i.e. the following Sunday)

The writing does not have to be polished, and point form is fine as long as your thoughts are fully articulated. NOTE: you will only receive partial marks for your entry if it does not engage with the reading from that week.

Entries will not be graded individually; however successful completion of these entries will impact your grade in two ways:

1. These weekly entries will serve as very useful raw material for your final reflection paper. In the past, students who took the time to write consistent and thoughtful weekly reflections had the strongest final reflection papers – by far!
2. The successful completion of these weekly reflection entries will also count towards 15% of your final grade. This will be evaluated based on: a) how many entries you submit; b) whether or not you submit these weekly or rush them in at the end of the term; and c) overall evidence that your reflections demonstrate you are meaningfully engaging with and thinking through the course content.

2. FIELD RESEARCH ASSIGNMENT: QUESTIONS IN ACTION (25%)

Overview:

This two-part assignment invites you to take your learning outside the classroom and apply the questioning skills we are developing in this course to the real world. You will visit a site or event connected to the intersection of business and humanities, observe it closely, and generate thoughtful, open-ended questions. You will then produce an analytical paper that connects your field observations to insights from reputable scholarly sources you find yourself, demonstrating your ability to link lived experience with academic perspectives.

Part A – Field Engagement & Research Questions (10%)

For Part A, you will conduct a 30-45 minute field visit to a public or publicly accessible setting of your choice. This might include a public space, business, community event, cultural institution, market, campus setting, or another location where observation is appropriate.

Your task is to observe carefully and record what you notice before deciding what it means. During your visit, take detailed handwritten field notes. Pay attention to the physical environment, activities, interactions, movement, objects, signs, sounds, patterns, and other details that seem significant. As you take your notes, try to distinguish between observation (what you actually see, hear, or encounter) and interpretation (what you think those observations might mean).

You should also take 1-2 original photographs during your visit that document something relevant to your observations. Avoid photographing identifiable individuals without their permission.

After your visit, review your notes and identify patterns, surprises, tensions, or things you do not yet understand. From these observations, develop five open-ended research questions that could lead to deeper inquiry. Your Part A submission will include:

- A scanned or photographed copy of your original handwritten field notes
- 1–2 original photographs from your field visit, each with a brief caption explaining what it documents
- Five open-ended research questions
- Identification of the one question you consider most promising
- A brief reflection (approximately 250–300 words) explaining what you observed that led you to this question and identifying anything you initially interpreted or assumed that went beyond what you could actually observe

Part B – Analytical Paper (From Observation to Analysis) (15%)

Part B asks you to investigate your most promising research question using both your field observations and scholarly literature.

You will write a 750-1,000 word analytical paper that brings your field observations into conversation with 3 reputable, peer-reviewed academic journal articles that you locate yourself.

Your paper should introduce your research question and explain how it emerged from your field visit. Use specific observations from your field notes as evidence and draw on your three scholarly sources to help interpret, contextualize, or complicate what you observed.

As you develop your analysis, consider the connections and tensions between your observations and the scholarly literature. Pay particular attention to the limits of your evidence. What can you reasonably conclude from what you observed? What can you not know based on your field visit alone?

You should also briefly reflect on how your own expectations, prior familiarity, standpoint, or presence may have influenced what you noticed, recorded, or interpreted.
Conclude by explaining what you now understand differently as a result of bringing your observations into conversation with scholarly research, and what questions remain.
Your paper should be written as a cohesive analytical essay rather than as separate answers to these prompts. Use APA in-text citations and include a reference list.

3. **VISUAL STORIES AND REPRESENTATION REFLECTION PAPER** (15%)

Learning Objective

To think critically about how images represent people, places, experiences, and issues, and to practice reflexivity by examining how your own positionality shapes what you notice, assume, and interpret when looking at visual material.

Task Overview

Images do more than simply show us the world. Through choices about what is included, emphasized, framed, or left out, images can shape the stories we encounter about people, places, experiences, and issues. At the same time, we do not approach images as neutral observers. What we notice and how we interpret what we see is influenced by our own experiences, assumptions, knowledge, values, and social location.

For this assignment, you will select three related images from one publicly accessible online source or series. The images should have a clear thematic connection, for example, they might depict the same community, place, social issue, experience, or phenomenon.

You will write an 800-1,000 word reflective essay that uses close visual analysis to explore two connected questions: What story do these images tell, and what do I bring to the act of interpreting that story?

Your essay should move through three interconnected areas of analysis:

A. Look Closely: What Do You See?

Begin by slowing down and examining the images carefully. Before jumping to conclusions about what they mean, pay attention to what is actually present in the images.

Consider visual choices such as framing, composition, perspective, setting, lighting, colour, subjects, expressions, positioning, and what appears inside or outside the frame. You do not need to discuss every visual element. Focus on the details and patterns that are most significant to your interpretation.

An important part of this exercise is distinguishing between observation and interpretation: What can you actually see in the image, and what meaning are you assigning to what you see?

B. Interpret: What Story Is Being Told?

Consider the three images together. What kind of story or representation emerges?
Think about what the images emphasize and what they leave less visible. What ideas about the people, places, experiences, or issues depicted might a viewer take away from them? Do the images reinforce familiar narratives or assumptions? Do they challenge or complicate them? Are there tensions or contradictions across the three images?

Your goal is not to determine the single "correct" meaning of the images, but to develop a thoughtful interpretation grounded in specific visual evidence.

C. Reflect: What Do You Bring to the Story?

Finally, turn the analytical lens toward yourself as the viewer. Reflect on your own response to the images. What did you notice first? What seemed familiar, unfamiliar, positive, negative, surprising, or important to you? Were there things you initially assumed about the images or their subjects?

Drawing on our course discussions of reflexivity and social location, consider how your experiences, identities, knowledge, values, assumptions, or social position might influence what you notice and how you make meaning from these images.

Consider what you might overlook or interpret differently because of your own standpoint. What other interpretations might be possible? How does recognizing your own positionality complicate your understanding of what you see? The purpose of this section is not simply to describe your identity. Rather, it is to practice reflexivity by examining the relationship between who you are, how you see, and how you know.

<u>Choosing Your Images</u>

- Select 3 related images from one publicly accessible online source or series. The images must share a clear theme or subject. Choose images that contain enough visual

detail to support close analysis.

- Your source might be a photography series, visual storytelling project, social media account, online collection, or another publicly accessible source of visual material.
- Include thumbnail versions of all three images, brief captions/source information, and direct links in an appendix. The appendix does not count toward the word limit.
- If you are uncertain whether your image selection will work for the assignment, check with the TA before beginning.

Writing the Essay

Your paper should be a cohesive reflective essay, not a series of answers to the questions above. The prompts are intended to guide your thinking rather than serve as headings that you must address one by one. A strong paper will:

- demonstrate careful and specific observation of the 3 images;
- use visual evidence to develop a thoughtful interpretation of the story or representation they create;
- distinguish between what is observed and what is interpreted or assumed;
- demonstrate meaningful engagement with the course concepts of reflexivity, positionality, and social location;
- critically examine how your own standpoint influences your interpretation rather than simply describing your identity; and
- demonstrate openness to complexity, uncertainty, and interpretations beyond your own.
- NOT be AI generated and written with your own reflective personal voice

4. Group Project – Exploring the Archives (25%)

Learning Objectives:
Building effective teamwork skills, gain exposure to the archives, foster reflection on the contemporary relevance of historical documents and sources.

Tasks:
The class will be randomly assigned into groups that will work together on this project. Further details about the group project, including assignment questions and grading criteria, will be provided in a separate document during the course.

In this assignment, you will have the opportunity to engage with archival sources through a multifaceted exploration of their materiality, content, and relevance to our world today. As a precursor to the assignment, Myron Groover, McMaster Archives and Rare Books Librarian, will come to our class to offer a guest lecture about archival and primary sources. This will be followed by an experiential group project that will enhance your skills in collaborative research, historical analysis, and critical reflection.

As a group you will be randomly assigned a short historical document that can be found in the McMaster archives. You will then have the opportunity to visit the archives in person, organized through a sign-up sheet, to engage with the selected source in a shared group setting. As you delve into your assigned archival source, you will be encouraged to capture the material characteristics, written content, and contemporary relevance of the document.

The graded deliverables for this group assignment include the following:

1. Attendance at the McMaster Archives **as a group** (at least once) to view your assigned historical document in person. Your group may lose marks if not everyone is present at your appointment.
2. You will be provided with a focused set of questions to reflect upon and research the archival source. Your group will then be tasked with submitting a written report that summarizes these observations, reflections, and research findings. More information regarding word count and format will be communicated.
3. Your group will then be tasked with preparing a 10-minute in-class presentation that will introduce the archival source to the class and summarize the key points from your report in an engaging and informative manner.

(Altogether, the group deliverables above will count towards 15% of your final grade)

4. Finally, 10% of your final grade will be calculated based on the average score from peer feedback surveys where team members anonymously evaluate you based on your share of the workload and the quality of your contributions. A link to a Google Form evaluation questionnaire will be provided at the end of the term.

5. FINAL CLASS REFLECTION PAPER (20%)

Learning Objective:
Synthesizing and thinking critically about the material and ideas you have encountered in the course, and how they have impacted you.

Tasks:
In this assignment, you are to submit a paper reflecting on the entirety of the course. You are encouraged to practice reflexive writing, and talk about how your thoughts and perspectives were challenged, reinforced, or otherwise impacted by the class material, reading, lectures, discussions, activities, etc.

You are expected to refer to some assigned readings from the class in your paper, however this is not an academic research paper. You are encouraged to draw on content from your weekly reflection entries, however this should not be a simple regurgitation of the entries, but rather, a summary and analysis of them.

Like many things in this course, you have a lot of creative freedom in terms of how you interpret this assignment, as well as how you choose to structure your paper. However, your academic success in this assignment will depend on the following things:

- Your reflection paper should be **coherent and well thought** out. It should not read as a random collection of topics and ideas, but rather, a genuine reflection of your learning journey in this course.
- Remember that this is also a cumulative assignment. That means, we are also looking for evidence that you have learned and critically engaged with the **material and core concepts taught through this course**. This should be woven throughout your paper, not just tacked on. You should make reference to a minimum of 3 course readings in your paper – use APA format when using any direct quotes. You should also draw on things that you observed or learned through other aspects of the course such as lectures, class discussions, and previous assignments.
- **Critical analysis** will be a key factor for success in this assignment. That means that you are going beyond just *describing* ideas, experiences and concepts and actually *engaging* with these. Let the reader into your thought process, not just the destination. Problematize your thoughts and conclusions, and connect them to wider social issues, ideas or debates.

Additional Resources:

The following questions and prompts below ARE NOT formal questions for this assignment. You DO NOT need to answer these questions directly. However, they may be helpful to you if you are feeling stuck or want some direction in writing your statement. **Here are some prompts or questions that you can use to help you recall and reflect upon aspects of the course that you may want to weave into your paper:**

- Identify the major themes, topics, and questions covered by the course.
- Hone in on the aspects of the course that have most interested YOU.
    - Which readings, activities, discussions, or activities can you make speak to these elements? What connections can you make between class materials, discussions, etc.?
    - Why do these elements intrigue you the most? (Take a step back; be reflexive!)
- Recall the beginning, anticipate the end.
    - What questions did you have at the beginning? What questions linger now, at the end?
    - What is the whole point of this course?
- Think of your paper as presenting a narrative of your learning, not a summary of everything you've learned.
    - Ensure there is a story that you are telling through the paper.
    - Don't forget character development (that's you!) Demonstrate your critical engagement with the course by centering you and your thinking in the "narrative."

Undergraduate Grading Scale

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49

Course Schedule

NOTE: The Instructor may modify elements of the course, including the schedule below, and will notify students accordingly both in class and on the course platforms.

Week	Date	Topic	Deadlines & Info	Required Readings
1	Sept. 14	Introduction: Syllabus overview, course expectations, and understanding "insight and inquiry"		N/A
2	Sept. 21	Foundational knowledge and skills for this course and university: critical thinking, study hacks, understanding "humanities"		Holm, P., Jarrick, A., & Scott, D. (2015). *The Value of Humanities.*
3	Sept. 28	"Where do you know from?": reflexivity, social location, and critical analysis		Soedirgo, J., & Glas, A. (2020). Toward active reflexivity: Positionality and practice in the production of knowledge.

Week	Date	Topic	Deadlines & Info	Required Readings
4	Oct. 5	Archival and primary sources (Guest Lecture: Myron Groover) + Library research skills and evaluating information sources		Kilcrease, B. (2021). *Evaluating Statements and Identifying Sources*; Keshav, S. (2007). *How to Read a Paper.*
5	**Mid-term Recess: No class and no weekly entry due**			
6	Oct. 19	Anatomy of a question: narrowing a topic, developing strong research questions; research ethics	**DUE: Field Research Assignment, Part A (Fri., Oct. 23)**	Booth et al. *From Topics to Questions*.
7	Oct. 26	Exploring, understanding, and representing the world through visual media		Hosseini, D. D. (2026). Generative AI: A problematic illustration of the intersections of race, gender and class.
8	Nov. 2	Understanding qualitative and quantitative research methods	**DUE: Visual Stories and Representation Reflection Paper (Nov 4)**	Dawson, C. *How to Decide upon a Methodology.*

Week	Date	Topic	Deadlines & Info	Required Readings
9	Nov. 9	Interpreting data: understanding theoretical frameworks, different traditions and approaches		Tilley, S. (2016). *Theorizing Data.*
10	Nov. 16	Communicating a message: constructing an argument, mastering storytelling, knowledge translation	**DUE: Field Research Assignment, Part B (Fri., Nov. 20)**	Cottrell, S. *Critical Analytical Writing.*
11	Nov. 23	Wicked problems: using information to address society's "wicked problems" + Group Presentations (Part 1 of 2)		Remington-Doucette, S. *Wicked Problems and their Resolution.*
12	Nov. 30	Course wrap-up + Group Presentations (Part 2 of 2)	**DUE: Group Project Collaborative Report (Fri., Dec. 4)**	N/A

Week	Date	Topic	Deadlines & Info	Required Readings
13	Dec. 7	TBD / Final course synthesis	**DUE: Final Class Reflection Paper (Thurs., Dec. 10)**	N/A

Late Assignments

Unless otherwise stated, all written assignments are due by 11:59pm on the due date indicated on the course outline.

Late assignments will be subject to a 3% per day late penalty (includes weekends and holidays) for up to seven (7) days. After this date, no assignments will be accepted and a grade of zero (0) will be applied.

Extensions for course work that will not incur a late penalty must be approved by the Instructor before the due date. Extensions are generally only granted for illness, emergencies, and extenuating circumstances.

Please note that where extensions are granted, this may come at the expense of detailed written feedback on your work, as grading timelines are compressed.

Note that this is distinct from the **McMaster Student Absence Form (MSAF)** submission process.

Turnitin.com

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 an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Generative AI: Use Prohibited

Students are not permitted to use generative AI in this course. In alignment with McMaster academic integrity policy, it "shall be an offence knowingly to … submit academic work for assessment that was purchased or acquired from another source". This includes work created by generative AI tools. Also state in the policy is the following, "Contract Cheating is the act of "outsourcing of student work to third parties" (Lancaster & Clarke, 2016, p. 639) with or without payment." Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

APPROVED ADVISORY STATEMENTS

Academic Integrity

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. **It is your responsibility to understand what constitutes academic dishonesty.**

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. 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:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism

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 an online learning platform (e.g. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

Requests for Relief for Missed Academic Term Work

In the event of an absence for medical or other reasons, students should review and follow the Policy on Requests for Relief for Missed Academic Term Work.

Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, Indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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

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