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PSYCH 415	Qualitative Inquiry in Psychology	Fall 2020

Instructor:	Adam T. Murry, PhD	**Lecture Location:**	Zoom
Phone:	403-220-6002	**Lecture Days/Time:**	MWF 1-1:50pm
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		TA email:	cmmori@ucalgary.ca
Office:	Zoom	**Lab days/time**	T/R posted on D2L
Office Hours:	F 2-3pm		

Course Description

This course will provide an overview of qualitative research methods commonly used in psychology and provide students with an introduction to the process of conducting independent qualitative research. Readings will cover popular approaches to qualitative investigation, including grounded theory, Q methodology, narrative analysis, and ethnography, along with examples from the empirical literature. Students will gain firsthand knowledge of research ethics certification, conducting a literature review for the purposes of developing research questions, collecting and analyzing data, and delivering their results in written and presentation formats.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Identify principal justifications, ethical considerations, validity standards, and key terms in qualitative research	Short essay quiz	1, 4, 5	C
Determine appropriate method given particular scenarios	Reflective papers	2, 4, 5, 6	C
Evaluate the quality of qualitative research using established criteria	Article critiques	2, 5, 6	C
Design a study using qualitative methods, including: the nature and size of the sample, the data collection method, the data analysis method, and techniques to ensure the quality of the study	Research paper	2, 4, 5, 7	A
Develop an interview guide, conduct and record semi-structured interviews, and transcribe interviews	Laboratory assignments	3, 7	C
Conduct a Thematic Analysis of interview data	Laboratory assignments	3, 7	A
Compose a research paper based on interview data	Research paper	2, 4, 5	A
Prepare and deliver an oral presentation based on the research paper	Research presentation	4, 5	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

This course will use a hybrid format. Some lectures will be taught live via Zoom during each scheduled class as marked by asterisks * in the course schedule below and will be recorded and posted to D2L after class. Other class materials will be posted to the course D2L page by the day/time of each scheduled class as per the course schedule.

Several elements of the course that are normally done in class will be conducted through D2L (e.g., quiz), so you will need to regularly visit D2L to stay up-to-date with the course requirements.

Prerequisites

Psychology 300 (Research Methods and Data Analysis in Psychology I), 301 (Research Methods and Data Analysis in Psychology II), and admission into the Psychology major or Honours program.

Required Text

Willig, C. & Stainton-Rogers, W. (2017). *The SAGE handbook of qualitative research in psychology* (2nd Edition). Thousand Oaks, CA: Sage Publications.
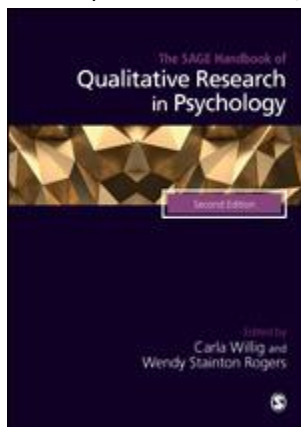
Text can be purchased through the university's bookstore or other venues. Electronic versions are acceptable if that is a platform that is desirable to you. Venues such, as google play, has discounted electronic copies available for purchase or rent and the university's library has electronic versions for checkout. The 1st edition is also acceptable if you have no options but it's not as good and some content for the course is missing.

Required articles

Baxter, P. & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544-559.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101.

Juntunen, C.L., Barraclough, D.J., Broneck, C.L., Seibel, G.A., Winrow, S.A., & Morin, P.M. (2001). American Indian perspectives on the career journey. *Journal of Counseling Psychology, 48*(3), 274-285.

Kading, M.L., Gonzalez, M.B., Herman, K.A., Gonzalez, J., & Walls, M.L. (2019). Living a good way of life: Perspectives from American Indian and First Nations young adults. *American Journal of Community Psychology, 64*, 21-33.

Morgan, D.L. (1993). Qualitative content analysis: A guide to paths not taken. *Qualitative Health Research, 3*(1), 112-121.

Smith, D.B., & Morrissette, P.J. (2001). The experiences of White male counsellors who work with First Nations clients. *Canadian Journal of Counselling, 35*(1), 74-88.

Struthers, R., & Hodge, F.S. (2004). Sacred tobacco use in Ojibwe communities. *Journal of Holistic Nursing, 22*(3), 209-225.

Assessment Methods

Assignment category	Percentage of total grade
In-class assignments	
Quizzes	2.5% (10 points)
Reading reflections	22.5% (90 points)
Article evaluations	10% (40 points)
Final paper	25% (100 points)
Lab assignments	
Ethics certification	3.8% (15 points)
Research questions	2.5% (10 points)
Interview guide & informed consent page	3.8% (15 points)
Proposal methods section	5% (20 points)
Coding sheet (a priori w/ examples)	2.5% (10 points)
Conduct interviews	
Transcribe interviews	2.5% (10 points)
Codes w/ examples + visual map 1	5% (20 points)
Authenticity checks	2.5% (10 points)
Oral presentation	12.5% (50 points)
TOTAL	100% (400 points)

There are 400 total points possible for this course (including lab work). **You must pass both the in-class section and the lab component to pass the course.** Knowledge and skills will be assessed via quiz/exams, reading reflection papers, article critiques, ethics certification, and a research project, which will result in a finalized research paper and research presentation. The breakdown of the points per assignment, due dates, format and description of the expected product, and conditions are outlined below.

Course Assignments

Quizzes/Exams (in-course only): There is one quiz in this course in week 2 (Sep 18). A quiz is used in these beginning weeks to compensate for late textbook arrivals and emphasize foundational concepts in qualitative research (e.g., philosophical underpinnings, distinctions from quantitative approaches, ethical issues, and the standard data collection methods) so we can share a common language throughout the course. The quiz is focused on class/textbook content and is worth 10 points, which is 2.5% of the final grade. The quiz will be posted on D2L and will be available for 24 hours. *Without instructor approval, a missed quiz will result in zero points.*

Reading Reflections: Throughout the semester, there will be 3 reading reflection assignments. Reflections are about methodological decision-making and matching methods with the study's purpose. Reflections include the methods we have discussed in the interim between reflection assignments. I grade these assignments by graduate level writing standards, so your logic and accuracy are important.

To begin I present a scenario followed by 2 semi-vague research questions. First, you are to select **_one_** of the questions (yes, only one). Second, you are to select the method from those week's list of readings that you think is most appropriate to answer that research question. You must justify your answer. Third, you are to explain what would be need to be different for another method to be the most appropriate (this may mean revisions to the research question or the scenario). A Word version of the **reading reflections are due on Fridays in weeks 3, 5, and 8 (i.e., Sep 25th, Oct 9th, and 30th)**, and should be submitted via D2L by 11:59pm. Reflections should be no less than 400 words and no more than 600 words in length. There will be a penalty for going over on the word count (avoid filler at all cost).

Reading reflections are worth 30 points each (about 8% of the final grade each). Reading reflections are assigned to help direct readers' attention to important elements of methodological decision making, improve writing skills, prepare students for in-class discussion, and help incentivize weekly readings. Although they are not worth a lot individually, don't slack off on them as collectively they comprise a significant part of your grade (22.5% of the final grade accumulatively). *Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.*

Article evaluations: In the later weeks of the course, we will review qualitative research in four sub-disciplines in psychology in lecture and through article evaluations. The articles will be posted on D2L (they are also available through our library), and the evaluations will be assigned as homework through D2L. The form is worth 8 points. **Article evaluation forms are due on Nov 4th, 18th, 25th, and Dec 2nd.** An additional 2 points is conditional on participation in a D2L discussion board regarding a question I pose about your evaluation of the article in review. **Discussion board points are due Nov 20th, 27th, and Dec 4th**. Article evaluations are worth 10 points in total (~3% of the total final grade; cumulatively 10%). *Without instructor approval, late assignments (i.e., anything submitted after class begins) will be taxed 10% of the total point value each day that it is late, including weekends.*

Final Paper: At the end of the semester, you will turn in a final research paper based on a qualitative project that you will conduct throughout the semester as part of the lab's assignments. The paper should be about 10-12 pages; any paper going above 15 pages will be penalized (10%). A detailed description of the precise requirements is on D2L. It is worth 100 points (or 25% of your final grade). If, for any reason, you will not be able to submit the paper on the due date, meet with me to discuss an *earlier* submission date. Submission will be through D2L **on Dec 11th**. *Late submissions will not be accepted without instructor approval.*

Lab assignments
> *Note: All lab assignments are due the week after they are posted on the lab schedule (see below). Tuesday's lab is referred to as Lab 1; Thursday's lab is referred to as Lab 2.*
> *Note 2: All lab assignments build on one another toward the final, so even if you do not submit an assignment (or submit it late), eventually you will have to do it to complete the final paper. Since you'll have to do them anyways, might as well make sure they are on time to avoid the late penalty.*
> Ethics certification: All researchers are expected to get certified in research ethics, whether for theses, dissertations, grant-funded, or independent research, and this class is no exception. Your first lab assignment will be to complete an online tutorial that results in certification. The tutorial can be accessed at https://tcps2core.ca/login. The tutorial usually takes 3 hours, so while one of our lab slots will be dedicated to the tutorial it is expected that you will have to take time out of class to complete it. A copy or screen print of the certificate should be submitted via D2L on Sep 22nd (Lab 1) and Sep 24th (Lab 2). Certification is worth 15 points, or ~4% of the total final grade (~9% of the lab grade). *Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.*
> Research question: Throughout the course, your lab assignments will build toward a final paper. The first part of this process will be to come up with a specific research question(s) that meets conventional criteria (*research questions are **not** the same as hypotheses*!). We work on these together in the lab in week 3. An initial question or set of questions is due on D2L on Sep 29th (Lab 1) and Oct 1st (Lab 2). Points will be awarded based on how clearly your question and the phenomenon under investigation are stated, and how well you make the distinction between a hypothesis and a research question. Your research question should be about something that you can gather a reasonable amount of information about from brief interviews (5-10 minutes) with 5 participants. *Note: If you propose a comparative study you will be required to add a minimum of 1 participant to your sample so that each group your comparing has equal representation (3+3 = a little bit more work)*. This assignment is worth 10 points (or 2.5% of the total final grade; 6% of the lab grade). *Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.*
> Informed consent & interview guide: For our class project you will collect data through interviews on a topic of your choice. For this you will need to create an informed consent page for your participants (template provided) and an interview guide or script that you will use during your interviews (**these are to include a revised draft of your research questions**). You're interview guide questions may or may not resemble your study's "research questions" depending on the nature of your study. We will discuss this more in lab and in class. Your informed consent page and initial interview guide will be due Oct 6th (Lab 1) and Oct 8th (Lab 2) through D2L. They are worth 15 points, or ~4% of

your total final grade (9% of the lab grade). *Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.*

Codebook: Before you start interviewing participants, it is likely that you will already have some expectations about what you're going to find (whether based on previous research, logic, or personal experience). You will formalize these expectations by creating a coding sheet of pre-determined, aka. *a priori,* codes. Your coding sheet needs to include 1) a list of a priori codes, 2) definitions of each code, 3) and hypothetical examples of what would be included. Although your coding sheet will evolve, the initial draft of your coding sheet is due via D2L on Oct 13th (Lab 1) and Oct 15st (Lab 2). It is worth 10 points or 2.5% of your grade (6% of your lab grade). *Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.*

NOTE: After your research question, informed consent, interview guide, and codebook/coding sheet are approved, you can begin collecting data (Oct 13-Nov 3/Oct 15th – Nov 5th).

Transcriptions of interviews: After you conduct (and record) your interviews, the next step is to transcribe them. Some lab time will be dedicated to transcribing but expect to dedicate time for transcription outside of class. A copy of your transcriptions is due via D2L on Nov 3rd (Lab 1) and Nov 5th (Lab 2). It is worth 15 points, or ~4% of your total final grade (9% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Draft method section: While you are completing your interviews, you will complete a draft of the Method section for your final paper. The Method section contains sub-sections to describe your sample, procedure, instrument (i.e., interview guide), and analysis (i.e., type and steps). Your methods draft is due Oct 20th (Lab 1) and Oct 22nd (Lab 2). Submit it in D2L; it is worth 20 points (or ~5% of your total final grade; 13% of the lab grade). *Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late.*

Visual map and Codes with examples: By Week 9 you should have most your coding done. A document that includes your 1) revised code sheet (**with quotes from your interviews that belong to each code**) and 2) a first draft visual map that links your codes to broader themes will be due on Nov 10th (Lab 1) and Nov 12th (Lab 2) via D2L. The codes with quotes from your transcribed textual data is worth 20 points or ~5% of your final total grade (13% of the lab grade). *Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.*

Peer authenticity check: An important part of qualitative data analysis is establishing the credibility of your coding process and its interpretation. We will conduct a mild credibility check, where our coding (not our questions/interviews/interpretation) are checked for their face validity by a peer. Within your lab you will break into pairs and share the previous assignment (i.e., "Visual map and Codes with examples") with each other. Your peers will evaluate whether your code labels make sense given the quotes included within a code. After you've received feedback from your peer reviewers, you will write up a 1-2 page document (form provided) where you 1) list the reviewers feedback, 2) write a few sentences about whether you agree or disagree with <u>each</u> reviewer comment, and 3) a few sentences on what changes you will make to your codes/labels/categorizies, in response to <u>each</u> comment. ***Information provided during this feedback process should be mentioned in the results sections of the presentation and final paper***. Your authenticity check report will be due Nov 24th (Lab 1) and Nov 26th

(Lab 2). It is worth 10 points, or 2.5% of the final grade (6% of the lab grade). *Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.* Note that this assignment due date overlaps with the first week of final presentations. Presenters to select those dates should prepare for the shorter time frame to integrate feedback.

Presentation (in lab only): The final products of the laboratory work include a research paper and a research presentation. The paper will be turned in through D2L as part of the lecture (see above). The research presentation will be delivered during the last three weeks of the semester in the laboratory sessions (**Nov 24th, Dec 1st, and 8th for students in Lab 1** (Tuesday); **Nov 26th, Dec 3rd, and 9th for students in Lab 2** (Friday). The presentation should be between 8-10 minutes and need to include the standard sections of a research paper/presentation as outlined by the American Psychological Association (i.e., Intro, method section, results section, discussion section). The presentation is worth 50 points, or ~12.5% of the final grade (31% of your lab grade). If you cannot make it to the lab on your presentation day, you need to email or otherwise connect with me or our TA as soon as possible to reschedule a presentation time. Late submissions will have points deducted in the same fashion as regular assignments (10% each day it is late, including weekends.). If you are unable to make your presentation for legitimate reasons and you are scheduled to present on the final day, you need to contact me or our TA to arrange another time to present or you will receive a grade of 0.

University of Calgary Academic Integrity Policy
Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.
Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf.

Department of Psychology Criteria for Letter Grades
Psychology course instructors use the following criteria when assigning letter grades:
A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Important Dates
The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, September 17, 2020.** Last day add/swap a course is **Friday, September 18, 2020**. The last day to withdraw from this course is **Wednesday, December 9, 2020**.
https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Tentative Lecture Schedule

Table 1. Tentative lecture schedule.

Day	Date	Term lecture and class schedule	Reading due	Due	Pts	Week

Day	Date	Topic	Reading	Assignment	Pts	Week
W	9/9	We begin; Explain/outline course				1
F	9/11	Ethics in qualitative research	Ch 15			
M	9/14	Qualitative methods in feminist psychology	Ch 17			2
W	9/16!	Interpretation in qualitative research	Ch 16			
F	9/18	Common data collections methods	Creswell/ Ch 21	Quiz	20	
M	9/21	Ethnography	Ch3			3
W	9/23	Psychoanalytic approaches	Ch 8			
F	9/25!	Memory work	Ch 9	Reflection 1	30	
M	9/28	Discursive psychology	Ch6			4
W	9/30	Narrative inquiry	Ch 10			
F	10/2	Conversation analysis	Ch 5			
M	10/5	Grounded theory	Ch 14			5
W	10/5	Interpretative phenomenological analysis	Ch 12			
F	10/9	Thematic analysis	Ch 2	Reflection 2	30	
M	10/12	THANKSGIVING – no lecture				6
W	10/14	No class				
F	10/16	No class				
M	10/19	Action research	Ch 4			7
W	10/21	Foucaldian discourse analysis	Ch 7			
F	10/23	Mixed methods	Ch 24			
M	10/26	Content analysis	Morgan (1993)			8
W	10/28	Q-methodology	Ch 13			
F	10/30	Case studies	Baxter & Jack (2008)	Reflection 3	30	
M	11/2	Community & postcolonial psychology	Ch 18/19			9
W	11/4	**Article evaluation**	Kading et al (2019)		10	
F	11/6	Article evaluation discussion				
		Term Break 11/9 – 11/14; Remembrance day 11/11				
M	11/16	Organizational psychology	Ch 30			10
W	11/18	**Article evaluation**	Juntunen et al (2001)		10	
F	11/20	Article evaluation discussion				
M	11/23	Health psychology	Ch 26			11
W	11/25	**Article evaluation**	Struthers & Hodge (2004)		10	
F	11/27	Article evaluation discussion				
M	11/30	Clinical, counselling & psychotherapy	Ch 28, 29			12
W	12/2	**Article evaluation**	Smith & Morrissette (2001)		10	
F	12/4	Article evaluation discussion				
M	12/7	Qualitative conversations				13
W	12/9	Qualitative conversations/Course wrap up				

Notes: ! means important dates (see Important Dates below); Pts = points possible; Ch = Chapter in textbook.

Table 2. Tentative lab schedule.

Day	Date	Term laboratory schedule	Assignment due by following week	Points
T	8-Sep			
R	10-Sep			
T	15-Sep	Laboratory expectations overview	Certificate	15
R	17-Sep			
T	22-Sep	Forming a research question	Initial RQ's	10
R	24-Sep			
T	29-Sep	Informed consent & interview guide	RQ's #2/Initial guide/informed consent	15
R	1-Oct			
T	6-Oct	Creating a codebook & sheet	Coding sheet	10
R	8-Oct			
T	13-Oct	Filling out the template for the paper	Proposal methods section	20
R	15-Oct			
T	20-Oct	Conducting interviews (no lab)		
R	22-Oct			
T	27-Oct	Transcribing the data	Transcription done	10
R	29-Oct			
T	3-Nov	Analyzing the data	Codes and examples/visual map 1	20
R	5-Nov			
T	10-Nov	Midterm Break		
R	12-Nov	Midterm Break		
T	17-Nov	Analyzing the data	Authenticity checks	10
R	19-Nov			
T	24-Nov*	Oral presentations		50
R	26-Nov*	Oral presentations		
T	1-Dec*	Oral presentations		
R	3-Dec*	Oral presentations		
T	8-Dec*	Oral presentations		
R	9-Dec*	Oral presentations		
			Total points	160

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam https://www.ucalgary.ca/registrar/exams/deferred-exams.

Travel During Exams
Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam https://www.ucalgary.ca/registrar/exams/deferred-exams.   Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Reappraisal of Graded Term Work http://www.ucalgary.ca/pubs/calendar/current/i-2.html

Reappraisal of Final Grade http://www.ucalgary.ca/pubs/calendar/current/i-3.html

Academic Accommodations
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Academic Misconduct
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Instructor Intellectual Property
Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

https://www.ucalgary.ca/registrar/registration/course-outlines

Extra Research Participation Course Credit is Not Offered for this Course.