

University of Alberta – Faculty of Arts

CSL 100: Introduction to Community Engagement

Winter 2011

Tuesdays & Thursdays, 9: 30-10: 50am

Humanities Centre 2-34

Instructor: Mary Richards

Office & Office Hours:

- (Main Campus): CSL House, 11039 Saskatchewan Drive; Tuesdays 11-12
- (Campus Saint-Jean): 2-53A, McMahon Building (8406 91st Street); MW 2:30-3:30
- Or by appointment

E-mail: mary.richards@ualberta.ca

Web site: Moodle

University of Alberta Calendar Description

An interdisciplinary introduction to community and civic engagement for students interested in preparing the groundwork for undertaking further experiential educational opportunities (e.g., Internships, Study Abroad, CSL).

Course Description

“Community engagement” is a term we hear a lot these days on university campuses, including the University of Alberta. Universities are trying to be more engaged within community and to promote strategies for student engagement.

- What exactly does “community engagement” mean?
- What does an “engaged” student do?
- What do we mean by “community”?
- How do students engage with the community?
- What role does experiential education have in community engagement?
- How are research and community engagement connected?
- What are the intended results of community engagement in university education?

We will explore these questions and the related concepts of community, community engagement, citizenship, social responsibility, and experiential education through theoretical and practical approaches inside and outside of the classroom. As part of the course, students will participate in community service-learning (CSL), which integrates community-based activities with classroom learning. For 20 hours over the semester, students will work with a local non-profit community organization. We will examine our CSL experiences to enrich our understandings of community, engagement, and social issues. The course will also introduce students to research tools and skills that will provide a foundation for undertaking further experiential educational opportunities.

Objectives

Build Theoretical Frameworks

- To critically examine the concepts of community engagement, student engagement, communities, active education, and socially responsible citizenship by exploring

theoretical and practical approaches to community and civic engagement.
Understand Concepts Through Practice: Reflection Tools & Research Methods

- To provide an introduction to some reflection tools and methods that will help us apply theoretical frameworks and concepts.

Bridging Theory and Practice: Community Service-Learning

- To integrate theoretical and practical approaches to community and civic engagement through community service-learning (CSL). Engaging with the community through CSL placements will help us reflect on and raise questions about these concepts and to understand how they are applied. Ideally, CSL will also encourage us to cultivate an ability to revise our theoretical understandings and frameworks on the basis of experience.

Course themes may include:

- The meaning of community
- Understanding experiential education – definitions, types, and history of
- Defining community service-learning
- The meanings of engagement – student, community, civic
- Differentiating types of engagement: volunteerism, activism, public service, advocacy
- Understanding the non-profit sector – definitions, characteristics, history of
- Understanding citizenship – individual, political, global
- Social capital
- Social change, social justice, social problems
- Community-based research, participatory action research
- Knowledge production, locations of knowledge, kinds of knowledge
- Knowledge mobilization, educational research and educational change
- Intercultural Education

Course Assignments

- **Note:** All written work should be submitted electronically, via the Moodle.

Assignment	% Mark	Due Date
CSL Snapshots	(3 x 10% each = 30%)	No.1 in week 3, 4 or 5 No.2 in week 7, 8 or 9 No.3 in week 11, 12 or 13 <i>*Must be submitted by 5pm, Thursday</i>
Mid-Term Exam	15%	October 20 (in class)
Final Project <ul style="list-style-type: none"> • Proposal & Bibliography • Final Project • Presentation 	10% 20% 5%	Proposal & Bibliography: <ul style="list-style-type: none"> • <u>October 27th</u> (via Moodle before class, bring your proposal to class) Project & Presentation: <ul style="list-style-type: none"> • Draft paper: <u>November 24th</u>, in class, for peer editing • Final version: <u>December 6th</u> • Presentation: In class, <u>December 6th</u>
Participation <ul style="list-style-type: none"> • In-class component • Completion of 20 CSL hours 	10% 10%	On-going
Total: 100%		

Class Schedule

<ul style="list-style-type: none"> • Required Texts: Course material and readings are available online or are available to students as PDFs via course website (Moodle) • Please have copies of the assigned readings with you in class (paper or electronic form). • *Please note: there may be minor changes made to the schedule throughout the term. All changes will be announced in class. You are responsible for knowing about any changes to the course schedule. • Readings are to be completed for the beginning of the week (Tuesday's class) unless otherwise specified.
<p>Week 1 (September 8) Introductions</p> <p>Readings :</p> <ul style="list-style-type: none"> • CSL Guidebook (Available here : http://www.csl.ualberta.ca/Students.aspx) • CSL 100 Placement List • "Ethics in Helping" (CACSL) http://www.communityservicelearning.ca/en/documents/InformationSheets-Ethics-2007.pdf • "Experiential Education" (CACSL) http://www.communityservicelearning.ca/en/documents/InformationSheets-ExperientialEducation-2007.pdf • Ethics (refer to page 5 of CSL Guidebook) <p>September 7</p> <ul style="list-style-type: none"> • Overview of course • Introduction to Community Service Learning Program (Lorraine Woollard, CSL) • Ethics and the CSL Snapshot Assignment
<p>Do this week</p> <ul style="list-style-type: none"> • Read the course syllabus and assignment descriptions • Read and become familiar with CSL Guidebook (available on CSL Website) • Review CSL Placement List • Log onto course website (Moodle)
<p>Week 2 (September 13 & 15) University & Community: Bridges & Boundaries</p> <p>Readings:</p> <ul style="list-style-type: none"> • Fish (2004), "Why We Built the Ivory Tower," http://www.nytimes.com/2004/05/21/opinion/why-we-built-the-ivorytower.html (2pgs.) • Fish (2003), "Aim Low," http://chronicle.com/article/Aim-Low/45210 (2 pgs.) • Muzak & Woollard, "The Politics of CSL in University Education" (6 pgs.) • Butin (2007), "Focusing Our Aim" (4 pgs.) • Encyclopedia of Informal Education, "Community" http://www.infed.org/community/community.htm <p>September 13 Introduction to Community Service Learning (Continued)</p> <ul style="list-style-type: none"> • CSL Partner visits (*please have read the CSL Placement List before class; prepare any questions you may have regarding placements) • Choosing the right placement • CSL Student Agreement (Available here: http://www.csl.ualberta.ca/Students.aspx)

<p><u>Supplementary Readings:</u></p> <ul style="list-style-type: none"> • Anderson, B. (2006) <i>Imagined Communities. Reflections on the origin and spread of nationalism</i> (revised edition), London: Verso. • Breton, R. (1994) « Modalités d'appartenances aux francophonies minoritaires. Essai de typologie », <i>Sociologie et sociétés</i>, vol 26, no. 1, p. 59-69. • Wuhl, S. (2006) <i>Communauté</i>, dans Nouveau dictionnaire critique de l'action sociale, (sous la direction de Jean-Yves Barreyre et Brigitte Bouquet, Paris : Bayard, p. 129-130.
<p>Due This Week</p> <ul style="list-style-type: none"> • Wednesday, September 14: Placement Preference Paragraph (via email) Due by 5pm <p>Do This Week</p> <ul style="list-style-type: none"> • Contact your community supervisors, meet, discuss, fill out and <u>sign Student Agreement Forms</u> Deadline: Thursday, September 22 (submit to instructor) • Complete any required security checks at CSL House (see CSL Guidebook for details) September 14-16 & 19-20
<p>Week 3 (September 20 & 22) Models of Service & Theories of Service Learning</p>
<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Morton, K. (1995), "The Irony of Service: Charity, Project and Social Change in Service-Learning" (14 pgs.) (E-Journal Resource, via U of A Library Website: Michigan Journal of Community Service Learning, Vol.2, no.1, Fall 1995) • Dunlap et al., (2007) "White Students' Experiences of Privilege & Socioeconomic Disparities: Towards a Theoretical Model" (11 pgs.) <p><u>Supplementary Reading:</u></p> <ul style="list-style-type: none"> • Bickford & Reynolds, "Activism and Service-Learning: Reframing Volunteerism as Acts of Dissent" (24 pgs.)
<p>Do This Week (If not already completed)</p> <ul style="list-style-type: none"> • Contact your community supervisors, meet, discuss, fill out and sign Student Agreement Forms Deadline: Thursday, September 22 (submit to instructor) • Complete any required security checks at CSL House (see CSL Guidebook for details) September 14-16 & 19-20 <p>Due this week:</p> <ul style="list-style-type: none"> • CSL Snapshot no.1
<p>Week 4 (September 27 & 29) Citizenship, Engagement, Social Capital</p>
<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Westhiemer & Kahane (2004), "What Kind of Citizen? The Politics of Educating for Democracy" (33 pgs.) • "Social Capital," http://www.infed.org/biblio/social_capital.htm <p>September 29 Writing Across the Curriculum Tutorial</p>
<p>Due this week:</p> <ul style="list-style-type: none"> • CSL Snapshot no.2
<p>Week 5 (October 4 & 6) Community Sector, Non-Profit Sector & Social Economy</p>
<p><u>Readings:</u></p> <ul style="list-style-type: none"> • About the non-profit sector (CSL Website) http://www.csl.ualberta.ca/Resources%20and%20Research/About%20the%20Non-

<p>Profit%20Sector.aspx</p> <ul style="list-style-type: none"> • CERSP brochure (2008), “The Social Economy in Canada” (2 pgs.) • Brodhead (2010), “On Not Letting a Crisis Go to Waste: An Innovation Agenda for Canada’s Community Sector” (24 pgs.) • Edmonton Chamber of Volunteer Organizations Website: http://www.ecvo.ca/
October 4 Guest speaker: Mandie Abrams, Edmonton Chamber of Volunteer Organizations
Due this week:
<ul style="list-style-type: none"> • CSL Snapshot no.1 (last week to submit no.1)
Week 6 (October 11 & 13) Community Sector Continued
Readings:
<ul style="list-style-type: none"> • Wolch (1996), “The Shadow State: Transformations in the Voluntary Sector” (24 pgs.) • Kivel (2000), “Social Service or Social Change?” (21 pgs.)
Week 7 (October 18 & 20) Mid-Term Review and Mid-Term Exam
October 18 Mid-Term Review
October 20 Mid-Term Exam (In-Class)
Due this week:
<ul style="list-style-type: none"> • CSL Snapshot no.2
Week 8 (October 25 & 27) Community-Based Research: Issues and Methods
Readings:
<ul style="list-style-type: none"> • Flicker et al. (2008), “A Snapshot of Community Based Research in Canada: Who? What? Why? How? (8 pages) • Community-University Partnership (CUP) website http://www.cup.ualberta.ca/ • OPTIONAL additional READING: Reid, “Advancing Women’s Social Justice Agendas: A Feminist Action Research Framework” (15 pgs.)
October 27th: Guest Speaker , Dr. Sherry Ann Chapman, Department of Human Ecology & Community-University Partnership (CUP), University of Alberta
Due this week:
<ul style="list-style-type: none"> • CSL Snapshot no.2 • October 25, Bring <i>draft</i> of Final project proposal to class for peer editing • October 27, Final Project Proposal & Bibliography due (via Moodle)
Week 9 (November 1 & 3) Oral History & Homelessness
Readings:
<ul style="list-style-type: none"> • Kerr (2003), “‘We Know What the Problem Is’: Using Oral History to Develop a Collaborative Analysis of Homelessness from the Bottom Up” (20 pgs.)
November 1:
<ul style="list-style-type: none"> • Guest Speaker, Susan McGee, Executive Director, Homeward Trust • Kick-off of National Homelessness Awareness Month
November 3: Class time to be used to work on Final Projects and Snapshot no.2 assignment (no formal class meeting – MR away at CSL research conference in Chicago)

<p>Due this week:</p> <ul style="list-style-type: none"> • CSL Snapshot no.2 (last week to submit no.2)
<p>Week 10 (November 8 & 10) Intercultural Education</p>
<p>Readings:</p> <ul style="list-style-type: none"> • Bleszynska (2008) "Constructing Intercultural Education" • John Humphrey Centre for Peace and Human Rights Website http://www.jhcentre.org/ <p>November 8: Guest Speaker, Chelsea Freeborn, Director of Intercultural Education, John Humphrey Centre</p> <p>November 10 No class meeting (Fall Term Break)</p>
<p>Week 11 (November 15 & 17) Social Media & Social Change</p>
<p>Readings:</p> <ul style="list-style-type: none"> • Gladwell (2010), "Small Change: Why the Revolution Will Not Be Tweeted" http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell • Adams (2010), "Twitter & Facebook Cannot Change the Real World, Says Malcolm Gladwell" http://www.guardian.co.uk/books/2010/oct/03/malcolm-gladwell-twitter-doesnt-work
<p>Due this week:</p> <ul style="list-style-type: none"> • CSL Snapshot no.3
<p>Week 12 (November 22 & 24) Reflections & Evaluations, Knowledge Mobilization, Educational Research and Educational Change</p>
<p>Readings:</p> <ul style="list-style-type: none"> • Levin (2009) "Building a Relationship Between Research and Practice" (2 pages) • Levin (2009) "Enduring Issues in Urban Education" (14 Pages) • Research Supporting Practice in Education Website (University of Toronto) http://www.oise.utoronto.ca/rspe/ <p>November 24: Guest Speaker, Rosemary Foster, Educational Policy Studies, University of Alberta</p> <p>In-class CSL Evaluation</p>
<p>Due this week:</p> <ul style="list-style-type: none"> • CSL Snapshot no.3 • November 24 – <i>Draft</i> of Final Paper, bring to class for peer editing session
<p>Week 13 (November 29 & December 1) Photovoice & Community Health</p>
<p>Readings:</p> <ul style="list-style-type: none"> • Wang, Cash & Powers (2000), "Who Knows the Streets as Well as the Homeless? Promoting Personal and Community Action Through Photovoice" (9 pgs.) • Nykiforuk & al. (2011) "Photovoice as a Method for Revealing Community Perceptions of the Built and Social Environment" • Centre for Health Promotion Studies (U of A) Website http://www.publichealth.ualberta.ca/en/centres_departments/chps.aspx <p>December 1: Guest Speakers, Candace Nykiforuk (CHPS, School of Public Health, U of A), Helen</p>

Vallianatos (Anthropology, U of A) & Laura Nieuwendyk (CHPS School of Public Health), University of Alberta
<i>Due this week:</i> <ul style="list-style-type: none">• CSL Snapshot no.3 (last week to submit no.3)
Week 14 (December 6) Final Presentations & Wrap-Up
December 6 <ul style="list-style-type: none">• Final Project Presentation/Share Session & Wrap Up• Community Partners invited to class
<i>Due this week:</i> <ul style="list-style-type: none">• December 6: Final Project and Presentation, in class

Considerations when actively reading¹

When you read material for the course, you may want to think about the following questions:

- **Author**

(Who is this person? Professor? Activist? From where and what discipline? With what background or experience? Who publishes/reads/teaches this person's work?)

- **Audience**

(For whom was this article written? Academics? Teachers? People who already agree? Skeptics?)

- **Argument**

(What's the main point in 20 words?)

- **Evidence**

(Is this an empirical piece? A theoretical piece? What support does the author summon for her/his points?)

- **What's Left Out?**

(Are there perspectives, approaches, questions left out of this article that are important for understanding the topic?)

- **Most Compelling Quote**

(Is there one line that really got to you, either positively or negatively?)

- **Implications**

(Now what? So what?)

- **Implications for Practice/Implications for You/Connections to the Other Readings?**

(Does this inform your understanding of other authors/articles?)

- **A question for discussion**

(Bring your questions to class. We often begin classes by addressing questions about the readings. Please feel free to ask questions about the material; you'll find that many people were wondering the same thing.)

- **Take notes**

(Take notes as you read; highlight what you think are the most important terms and ideas; write questions in the margins; and read and respond to the questions at the end of chapters (if applicable)).

- **Look for key concepts**

(By concepts, I mean terms or phrases that the author uses repeatedly and that seem integral to her main idea or argument. Jot these words or phrases down, and try to define or explain them in your own words in 2 – 4 sentences. Identify key quotations or phrases as well. It's often useful

¹ Some elements of this section adapted from Levin (2011) TPS3040, Muzak (2010) CSL100

to include the page or paragraph number as you note these ideas. (It makes writing about a text a lot easier later).

Other Important CSL-Related Notes

Community Service-Learning (CSL) Component

What is CSL?

Community Service-Learning integrates community-based activities with classroom learning. Students volunteer with a non-profit community organization (see Placement List) for a minimum of 20 hours over the semester. You will be expected to have an engaged presence in the community throughout the semester and to reflect on your experiences on regularly using course content as a basis for your understanding and analysis. For further information about CSL, including the Certificate in CSL, see <http://www.csl.ualberta.ca/>

How do I choose a placement?

1. Read the CSL Placement List and CSL Guidebook.
2. Between **September 13 and September 15, 2011** all students will send me an email (mary.richards@ualberta.ca) indicating which **two** (2) organizations they would most like to work with and why (2-3 coherent paragraphs). Do not wait until the last minute to do so, the order in which I receive requests will play a role in placements especially if there is a high demand to work with certain community partners.

Consider the following questions:

- *What experiences and/or skills do you bring to your placement?*
- *What interests you most about this placement?*
- *What do you want to learn from this placement?*

There are a limited number of placement spots available, so your first choice may not be available. Be prepared to work with either organization that you select.

3. You will receive a confirmation from me telling you that you can proceed to the next step. Once you receive confirmation, contact your selected organization, tell them that you are a CSL student from CSL100: Introduction to Community Engagement, and arrange to meet with a representative from that organization to get started.
4. Fill out the **CSL Student Agreement** form (see CSL Guidebook), which details how you will work with that organization. Community organizations are busy, so be persistent but polite about trying to reach them. Your participation in CSL is official only once your agreement form is signed by your community partner and returned to me. The Student Agreement form must be returned absolutely **NO LATER than Thursday, September 22, 2011 (ABSOLUTE DEADLINE)**.

Community Supervisor

Think of your community supervisor as a co-educator and mentor in the course. You can learn a lot from them, perhaps more than from the classroom or the instructor. Accord your supervisor due respect and courtesy. Remember, they also want to learn from you, just as I do, so be open to discussing any relevant issues that come up for you.

Ethics, Confidentiality, and Respect

Familiarize yourself with the "Safety and Ethical Guidelines for CSL Participants" in the CSL Guidebook, pg 5.

Student Confidentiality and Anonymity

Reflection cards and discussions may incorporate anecdotal information drawn from experiences at your CSL placement, but you must take steps to avoid any identifying information. Do not use real names; do not include details that would allow a reader to deduce anyone's identity.

Confidentiality and Respect

You may be privy to sensitive parts of people's personal and social lives. Consider how often you are privy to intimate details of those around you. As we draw on our experiences outside of the classroom in class, please maintain high degrees of confidentiality. Respect peoples' intimacies with confidentiality.

Research Ethics

Should any student choose to represent any other person or his/her experiences, s/he must obtain permission from the subject. People subject to representation must be able to provide informed consent. If people are not able to provide informed consent, then they must NOT be represented. Subjects must be informed that they are able to withdraw consent at any time, before or after being represented, and that they are not obliged to provide reasons for the withdrawal of consent. If you choose, for example, to interview someone, you must document their consent; consent forms are available from the instructor.

CSL Placement List (see separate document "CSL100 Community Partner List" for details on community supervisor's contact information, student volunteer roles/activities/responsibilities)

Our Community Partners for this session are:

- The Mustard Seed
- Alberta Caregivers Association
- SKILLS Society
- University of Alberta Students' Union
- Alberta Public Interest Research Group
- Campus Food Bank
- Westlawn Junior High School

Policies and Expectations²

Policy about course outlines can be found in §23.4(2) of the University Calendar.

Grading System

Pourcentage %	Lettre	Description	
95-100%	A+	Excellent	Exceptional Work High degree of analysis and content, presentation and organization. Written work demonstrates excellent understanding of concepts and integrates outside sources and/or research. Work also demonstrates a sense of critical analysis, new ideas and personal understanding. Demonstrates a high degree of theoretical understanding and application.
90-94%	A	Excellent	
85-89%	A-	Excellent	
80-84%	B+	Very Good	Good All required elements are included. Written work is clear and explicit. Student demonstrates a good understanding of content and concepts. Evidence of a certain degree of critical analysis and includes references from other sources and/or research. Demonstrates theoretical understanding and application.
75-79%	B	Good	
70-74%	B-	Good	
66-69%	C+	Satisfactory	Satisfactory All required elements are included. Certain concepts are not fully understood. An understanding of the topic is demonstrated, but some weaknesses in content, style and organization. Weakness in the areas of critical analysis. Few or no outside sources and/or research. Adequate demonstration of links between theory and application.
62-65%	C	Satisfactory	
58-61%	C-	Satisfactory	
54-57%	D+	Weak	Needs Work Certain required elements are missing. Does not demonstrate adequate understanding of the subject, and/or is not clear. Weak in the areas of content, style and organization. Little or no critical analysis.
50-53%	D	Marginable Pass	
0-49%	F	Fail	

For further details, see section 23.4(4) of the University Calendar (online at www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23/4.html#23.4). Unless otherwise discussed with the instructor, failure to complete a component of the course requirements can result in a failing grade. Violations of the Code of Student Behaviour can also result in failing grades.

² Some elements of this section adapted from Muzak (2010)

Class Dynamics: An important guideline for any classroom is respect for all class members, their ideas, experiences, and comments. We will discuss a wide range of topics and issues in this class, and we are certain to disagree with each other from time to time. These differences add to the richness of the course. Be open to learning from each other. Please communicate your observations and ideas in ways that acknowledge the many voices and perspectives in the room. Please recognize that you and your colleagues may find some course material both personally and intellectually demanding in that it challenges assumptions about culture, society, community, social issues, power, etc..

The Code of Student Behaviour: The Code of Student Behaviour outlines the rights and responsibilities of all students. Please be aware of the regulations under the Code regarding behaviour in the classroom and discrimination. Disruptive classroom behaviour will not be tolerated, nor will discrimination as defined by the Code of Student Behaviour (consult Section 30.3.4). <http://www.ualberta.ca/~unisechr/policy/sec30.html> . Inappropriate behaviour and the disrespectful treatment of others includes, but is not limited to, personal attacks inside or outside of class and the harassment of others in any form. A number of penalties can be imposed, such as lowering a grade or expulsion from the University (as outlined in Section 30.4(2) of the Code). Any act on any violations of the Code of Student Behaviour will be reported.

Attendance and Participation: Much of the value that you will receive from this course will come from a conscientious consideration of the course readings and from your interactions with your colleagues. You are expected to attend class having read and thought about the assigned materials. The class will be built around you reading, thinking, questioning, and exploration of the course materials and your CSL experiences. Your attendance and participation are, therefore, extremely important to the success of this class and to your learning process and the learning of your colleagues.

Communication with Instructor: I invite you to contact me about course-related issues of any kind, but do not rely on email to do so. You should see me during my office hours (see page 1 of this syllabus) to discuss any issues that arise for you throughout the course. I will be happy to set up an appointment with you via email. I will not have lengthy discussions over email, however. For queries of a more detailed nature, it is best to talk to me in-person. I will be in my office during the office hours noted at the top of this syllabus. If you cannot come to see me during my office hours, we can schedule an appointment, preferably for another time on Tuesdays or Thursdays. Alternatively, you can come to see me during my office hours at the Campus Saint-Jean. When you send me email, please include the course code (CSL100) and a phrase that indicates what the email is about in the subject heading. I will respond to you in a timely fashion, however do not expect instantaneous replies. I will do my best to respond to you within a few hours, and at most with 24 hours.

Cellular Phones: Cell phones must be turned off during the course. Do not bring your phones to examinations.

Student Support Centre: Students requiring assistance for developing strategies for improving time management, study techniques, or exam preparation techniques should contact the Academic Support Centre (2-300 Students' Union Building).

Late Policy: Assignments must be submitted on specified deadlines. Written assignments are to be submitted via the Moodle class website. Late assignments will not be accepted. If you anticipate that you may miss a deadline due to an illness or personal matter, please let me know as soon as possible so that alternate arrangements can be made.

Original Work: All of your work in this class and in any other context should reflect original thinking and analysis. Plagiarism and other forms of cheating are punishable under The Student Code of Behaviour. All written work must be your own. Others' ideas and words must be meticulously documented. Ignorance is not considered an acceptable defense in cases of academic offences. Refer to a style manual of your discipline (MLA, APA, Chicago).

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offense. Academic dishonesty is a serious offense and can result in suspension or expulsion from the University" (GFC 29 Sep 2003).

Reference documents on plagiarism and how to avoid it:

<http://guides.library.ualberta.ca/content.php?pid=62200&sid=458936>