

COURSE SYLLABUS



Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

COURSE TITLE: IST 142-Land, Water, and Stewardship

CLASS SECTION:X01

TERM: Fall 2021

COURSE CREDITS: 3.0

DELIVERY METHOD(S): Zoom (see My Camosun for specific dates) and Land Based (Sep 17 and Nov 5 from 9:30-5:20pm).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: MENEFIYE Elisha Elliott

EMAIL: elliotte@camosun.bc.ca

OFFICE: Online

HOURS: By appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students will explore Indigenous relationships with land and water, perspectives on traditional ecological knowledge, concepts of traditional territory, and how ideas about economic and social development intersect with Indigenous cultural values. Students will explore contemporary Indigenous environmental issues including those related to extraction industries, development, tourism, and differing perspectives on stewardship

PREREQUISITE(S): One of:

- C+ in [English 12](#)
- C in [Camosun Alternative](#)

COURSE LEARNING OUTCOMES / OBJECTIVES

Students will explore Indigenous relationships with land and water, perspectives on traditional ecological knowledge, concepts of traditional territory, and how ideas about economic and social development intersect with Indigenous cultural values. Students will explore contemporary Indigenous environmental issues including those related to extraction industries, development, tourism, and differing perspectives on stewardship.

On completion of this course students will be able to:

- 1. Demonstrate an understanding of the interconnections within the environment and how it is a living, adaptive system.*
- 2. Describe, from the perspectives of the student's own Nation, other Nations, or local Indigenous peoples, major tenets of responsibility to land and water.*
- 3. Explain differing concepts of traditional territory and how they impact planning and practices related to use of land and water.*
- 4. Demonstrate an understanding of differing viewpoints and practices related to economic and social development on traditional Indigenous lands.*

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Materials will be available on D2L or online and linked in the course outline. It is the student's responsibility to access and read all required texts each week.

*Please note: readings may be subject to change as we go along through the course. Any changes will be posted as news items on D2L and made available at least a week in advance.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

DATE, TIME, & PLACE	TOPIC	READINGS	ASSIGNMENTS
Sept 10, 2021 2:30-4:30 Zoom Meeting ID: 8489693859 Passcode: WSANEC	Orienting Ourselves		
Sept 17, 2021 9:30-5:20 On the land: ŁÁU, WEL, NEW (Mt Newton)	These Lands and Waters	Braiding Sweetgrass- "Planting Sweetgrass" pages 3-57. Introduction "The Voice of the Land Is Our Language," Chapter 1 "The Land"	

		and 2 “Living on the Land” in Campbell, Menzies & Peacock. <i>B.C. First Nations Studies</i> . Victoria: B.C. Ministry of Education, 2003. Dave Elliot Sr., <i>Saltwater People</i> (1990)	
Sept 24, 2021 2:30-4:30 Zoom Meeting ID: 8489693859 Passcode: WSANEC	Indigenous Science & Traditional Ecological Knowledge (TEK)	Required: Braiding Sweetgrass- “Picking Sweetgrass” p. 117-195. Deborah McGregor “Traditional Ecological Knowledge.” <u>Ideas: The Arts and Science Review</u> , 3 (2006) Supplemental: Gregory Cajete. “Chapter 2: Philosophy of Native Science” in <i>Native Science: Natural Laws of Interdependence</i> . Santa Fe: Clear Light Publishing, 2000.	
Oct 1, 2021 2:30-4:30 Zoom Meeting ID: 8489693859 Passcode: WSANEC	Local Knowledge- Keepers and Land-Based Teachings	<i>Watch:</i> JB Williams, “Killer Whale & Bird Song Stories” <i>Watch:</i> JB Williams, Creation Story <i>Watch:</i> Della (Rice) Sylvester, “K.T.V.A. 015”	
Oct 8, 2021 2:30-4:30 Zoom Meeting ID: 8489693859 Passcode: WSANEC	Territory & Jurisdiction	Fred (Gopit) Metallic “Strengthening Our Relations in Gespe’gewa’gi, the Seventh District of Mi’gma;gi” in <i>Lighting the Eighth Fire</i> . Chapter 3 “Sharing the Land and Resources” in Campbell, Menzies & Peacock. <i>B.C. First Nations Studies</i> . Victoria: B.C. Ministry of Education, 2003.	Short Reflection paper due Oct 10, 2021 @ 11:59 p.m.
Oct 15, 2021 2:30-4:30 Zoom Meeting ID: 8489693859 Passcode: WSANEC	Self- Determination & Resource Development	Susan Hill “Travelling Down the River of Life together in Peace and Friendship Forever: Haudenosaunee Land Ethics...” in <i>Lighting the Eighth Fire</i> . Paula Sherman “The Friendship Wampum: Maintaining Traditional	

		Practices in Our contemporary Interactions in the Valley of the Kiji Sibi” in Lighting the Eighth Fire.	
Oct 22, 2021 2:30-4:30 Zoom Meeting ID: 8489693859 Passcode: WSANEC	Environmental Justice & Community Health	Braiding Sweetgrass “Braiding Sweetgrass” p. 199-283. Deborah McGregor. “Mino-Mnaamodzawin: Achieving Indigenous Environmental Justice in Canada. Environment and Society 9.1 (2019): 7-24.	Mid-term Quiz due by Sunday October 24th, 2021 @ 11:59 p.m.
Oct 29, 2021 2:30-4:30 Zoom Meeting ID: 8489693859 Passcode: WSANEC	Water is Life	Renee Elizabeth Mzinegiizhigo Bedard “Keepers of the Water: Nishnaabekwewag Speaking for the Water” in Lighting the Eighth Fire. Kim Anderson, Barbara Clow, Margaret Haworth-Brockman “Carriers of Water: Aboriginal women’s experiences, relationships, and reflections” Journal of Cleaner Production. Volume 60 (2013): 11-17.	
Nov 5, 2021 9:30-5:20 On the land: SELEKTEL (Goldstream)	Food Sovereignty & Security	Nicholas XEMFOLTW Claxton “ISTÁ SĆIÁNEW, ISTÁ SĪOLE: “To Fish as Formerly”: The Douglas Treaties and the WSÁNEĆ Reef-net Fisheries” in Lighting the Eighth Fire. Discussion Paper: Indigenous Food Sovereignty” Food Secure Canada < https://foodsecurecanada.org/sites/foodsecurecanada.org/files/DP1_Indigenous_Food_Sovereignty.pdf	
Nov 19, 2021 2:30-5:20 Zoom Meeting ID: 8489693859 Passcode: WSANEC	Climate & Indigenous Lifeways	Nancy J. Turner and Helen Clifton “It’s so different today”: Climate Change and Indigenous Lifeways in British Columbia, Canada” Global Environmental Change 19 (2009) 180-190. Jackie Price “Living Inuit Governance in Nunavut” in Lighting the Eighth Fire.	Discussion Posts Due November 21 @ 11:59
Nov 26, 2021 2:30-5:20 Zoom Meeting ID: 8489693859	Sustainability & Indigenous Economies	Laura Hall “The Environment of Indigenous Economies: Honoring the Three Sisters and Recentering Haudenosaunee Ways of Life” in Lighting the Eighth Fire.	

Passcode: WSANEC		<p>Jeff Corntassel and Cheryl Bryce. "Practicing Sustainable Self-Determination: Indigenous Approaches to Cultural Restoration and Revitalization" <i>The Brown Journal of World Affairs</i> 18. 2 (2012): 151-162.</p> <p>Jacque Green "Haisla Nuuyum: Cultural conservation and regulation methods within traditional fishing and hunting" <i>Decolonization: Indigeneity, Education and Society</i> 2.2 (2013)</p>	
December 3, 2021 @ 11:59		<p>Brock Pitawanakwat :Bimaadziwin Oodenaang: A Pathway to Urban Nichnaabe Resurgence: in Lighting the Eighth Fire.</p> <p>Jocelyn Cheecho "Ooshkahneekwayweuk: Living What I Love Most" in Lighting the Eighth Fire.</p> <p>Eden Robinson "Closing Words: Go Fish" in Lighting the Eighth Fire.</p>	<p>Final Paper Due December 3, 2021 @ 11:59.</p>

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html).
<http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Attendance/participation	20%
Short reflection paper	15%
Midterm quiz	20%
1 Discussion post (plus peer commentary)	10%
Final stewardship action paper	35%
	TOTAL
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

All assignments are to be submitted to D2L unless otherwise noted.

Unless specified, **all assignments received after the due date will receive a 5% per day penalty to a maximum of one week** after which I will not accept it unless you have consulted with me at least three days in advance of the due date and received an accommodation.

Assignment breakdown:

- i) Attendance/participation: 20%
- ii) Short reflection paper: 15%
- iii) Midterm quiz: 20%
- iv) 1 Discussion post (plus peer commentary): 10%
- v) Final stewardship action paper: 35%

i) Attendance/participation: 20% (2 x 5% -On the land class) (10 x 1% for Zoom classes)

Attendance and participation in the Zoom sessions is beneficial for your growth and learning in this course. For those that can't attend every zoom class, the sessions will be recorded and you will be expected to view those recordings on your own time. For the Zoom part of your grade, you will have two options: i) attend and participate in the live sessions; or ii) view them afterwards and complete a short (**~250 word**) discussion post. Depending on how things go, I may assign a particular discussion question for that week's session for you to address, or I may leave it up to you to simply respond to some aspect of the recorded material that struck you. Check the "Description" for each discussion thread as we go along for that week's specific instructions. If you are opting for option ii), please note that you will have **1 week from the date the recorded session is available on D2L to write your post.**

We are going to have two days on the land September 17, 2021 9:30-5:30 and November 5, 2021 9:30-5:30. Please take note of these days and make the time in your schedule in advance. Attendance during these two days is important and worth 2 x 5%= 10%. Students cannot miss more than ½ of a day total for these two days. Please dress warm, I will share more in advance about these day trips.

I also encourage you to approach these sessions with the intention of getting as much from them as you can for your own learning. Like many things in higher education, the more energy you put in, the more you are likely to get out of these sessions. This means coming to class prepared to engage. Get the week's readings done beforehand. Take notes that include your own reactions and questions, and come to class with ideas of what you might want to talk about.

**ii) Short reflection paper (due by Oct. 10 @ 11:59 pm): 15%
600 words (~2 pages)**

By this point in the term, we will have spent a fair amount of time engaging teachings and stories by Indigenous knowledge keepers. Pick one of these stories or teachings – or even one aspect or piece within these, which could also perhaps be one that has come out through class discussion –

that you have found especially striking or interesting and that relates to course themes concerning interrelationships between people and land/waters. Write a **600 word reflection** on what lessons or provocations you draw from this (and how the material leads you to draw this lesson), how you might connect this to your own relationships to the land going forward, and why.

In evaluating your papers, I will be grading on writing quality/organization and citations, but most importantly I will be looking for quality and depth of engagement with the material and with your own ideas. Ideally, this is an opportunity to develop and articulate a line of thought, tied in with an engagement with oral teachings.

NOTE ON CITATION: You are required to include one citation, therefore, at least 1 video resource from the course for this assignment. In doing so, please include time references to specific parts of the videos you are engaging as part of your in-text citation. This is not strictly APA but is **exceedingly** useful in terms of my ability to evaluate your work. E.g., if you are citing Della Sylvester's video and want to specifically refer to something she says 4 minutes and 52 seconds in, the in-text citation would be (Sylvester, 2020, 4:52)

iii) Mid-Term Quiz (Week 8, due Oct 24 @ 11:59 pm): 20%

There will be one mid-term quiz, made up of definition, short answer, and essay questions. It will effectively be an open-book, "take home"-style quiz. I will give you a list of questions at the start of the week, which you will answer and hand in by the end of the week. Quiz questions are intended to reference specific readings or lecture material from the course, so answering the questions should involve going back and finding where we have talked about X *specifically within the context of this course*. While you will have access to all your usual resources while writing the quiz from home, including Google, be aware therefore that there are limits to *how useful the internet can be* in this kind of exercise.

iv) One Discussion Post (plus peer comments) 10% **250-300 words**

Due on November 21st @ 11:59 pm.

For this assignment, you will write a **short discussion post (250-300 words)** and also **comment on at least 2 posts** from your peers. You can write these posts at any point prior to the due date, and I encourage you not to leave it to the last minute. You will only be able to comment on others' posts once you have written your own (this is made automatic through D2L), so this will be an incentive to leave yourself plenty of time and do it as early as you can.

For your post, you will choose a teaching that you have found especially striking within the 'course materials', and you will respond to it. Try to articulate why that teaching matters or is important in your view. A point to consider could be, how might this connect to your own situation or praxis? Conversely, perhaps something is not sitting well with you. Use your discussion post to try to articulate what that is and why. By "course materials" above, I mean readings or any other required materials, excluding lectures. You can of course refer to lectures, but your primary focus should be

tied to those materials that are not from or by your instructor. Make sure you cite your reference material(s) as well—at least one citation is required in your post. (Since you will only be referring to required materials from the course syllabus, you can just use the in-text citation method like APA without making a final bibliography/references list.)

When responding to/commenting on others’ posts, there is a 50 minimum word count, your post needs to be long enough to encapsulate an idea. A quality response will go beyond simple statements like “I agree/disagree” (see below).

The aim here is to create an opportunity for peer-based learning and discussion, and for practicing the skills of responding to others’ ideas in a thoughtful way.

Assessment Criteria – or, how to write a good discussion post:

- Does your contribution reflect a high-quality engagement with assigned course materials? (Does it show that you are doing the readings, and working hard to understand them? Does it show an ability to understand and analyze the arguments within the readings? This doesn’t mean showing that you know everything. It also means trying to be clear about what you don’t understand.)
- In your responses to others’ posts, are you helping to advance a conversation and our collective learning together, helping to bring new aspects of a topic into consideration or deepen class understandings of what has already been discussed?
- Do your responses show that you are engaging respectfully with others, coming to the conversation with a good mind and heart? Does it show a commitment to a thoughtful and positive relational practice with your peers and instructor? Are you allowing yourself a degree of vulnerability before others as you work to learn together with them?
- Are you engaging at a high level with what others have said? A higher level of engagement means going beyond “I agree/disagree”. Instead, how can you develop a theme or question someone has introduced? If there is something you don’t understand, how can you clarify what that is so we can all learn it better? Could you take something they have said a step further, or apply it usefully in a new context? Are there new problems that arise in doing so? Perhaps the way someone has framed an issue seems wrong to you. How would you want to put the matter differently, and what’s at stake in the difference? In all of this, again, it is also important to check one’s ego: let’s approach discussion from the point of view of trying to collectively puzzle through things together, rather than of digging in to positions we are then trapped by. Learning how to respond positively and constructively in dialogue with others, even on potentially fraught topics, is a crucial skill and this exercise should give you an opportunity to polish that particular stone.

Grading Rubric for discussion post:

Criteria	Value
Quality of engagement, main post	5
Citation	1
Clear and concise writing	2

v) Final Paper-Stewardship Action Paper – Research Project: 35%**Topic Selection: End of Week 5****Due: end of Week 14 (Fri. Dec 3, 2021 @ 11:59 pm)****1500 words (~6-7 pages)**

You will research a specific Indigenous-led project, campaign, action, movement, program or initiative relating to a stewardship issue from the course and a relationship with land, water, ice, air, non-human animals, plant life etc. This project can be undertaken by a community organization, a specific Indigenous community, coalition of communities, members of a community (clan, citizen's group, youth etc.), non-governmental organization (NGO), other grassroots groups, or a combination of these.

You will then write a paper that discusses this initiative in relation to your chosen course theme. Therefore, you will need to utilize course materials in addition to your research. Your paper should also offer an analysis of this initiative for the purposes of drawing out lessons that might apply to others more broadly. This does not mean *criticizing* the initiative, but *evaluating* and *analyzing* it *as a way of grappling with the theme in question*. Some questions to ask here might be: what challenges and successes has this initiative experienced, and how have or might these be responded to? What lessons might be drawn from your example that others interested in similar projects or issues could benefit from? How might this initiative be supported by others (Indigenous and non-Indigenous folks)? How has learning about this initiative helped to develop your own thinking about the issue and what can be done about it?

For this assignment, you will need to provide citations for information about your initiative. You will also need to cite **at least 2 course readings** in your analysis/discussion and include a Works Cited page.

COURSE GUIDELINES & EXPECTATIONS

Classroom Culture

We will proceed in the spirit of good heart, good mind and good feeling in our engagement with difference as we all come to this (virtual) circle with diverse stories, from distinct places, histories, cultures and life experiences. Sometimes difficult, emotionally fraught, and contentious issues are likely to come up since our subject is intimately bound up with politics. While this may not always equate to everyone's comfort and be unsettling, we all have a responsibility to help maintain a space of engagement and dialogue, in which we can all participate and learn collaboratively by getting to know each other better (even if this space is, in our case, virtual). Relations of respect and reciprocity can be cultivated in the classroom and extend outward to make broader change.

Aggressive behavior and discrimination based upon another's perceived ableness or physicality, origin or upbringing, race, ethnicity, religion or gender presentation will not be tolerated here.

Gender-neutral language is encouraged in group discussion and address to each other if an individual's preferred gender pronouns have not been shared.

Class Participation

Since this is an asynchronous class, we have to rely on substitutions for the “participation” components of in-person classes. To facilitate this, 10% of your grade will come from either participating in our 6 synchronous live sessions (highly preferable), or viewing them afterwards and completing a discussion assignment (if you cannot make it). We also have a 10% discussion assignment to create another venue through which you engage with each others' ideas. While these do not make up huge proportions of your grade, I encourage you to put energy into these more dialogical moments in our class, and come to our live sessions prepared to discuss your thinking on the materials we have covered. The more you put in, the more you will get out.

Accessibility & Accommodations

Diverse learning styles and needs are very welcome in this course. Students may have specific personal and/or technical requirements or require flexibility in meeting assignment deadlines. This may be because a student is differently abled or has religious commitments. If you have specific considerations that may require accommodation, please make it known at the beginning of the term or as early as possible, both to the appropriate unit of the College, and myself, and supply all the necessary documentation. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. For more information, please consult with the Centre for Accessible Learning.

Communication & Email

Check D2L and your College and provided email accounts often. You are responsible for being aware of pertinent information about the class posted on D2L or sent via email. I will give you a reasonable amount of time to check email. Please do the same for me, as I have a range of other responsibilities outside of class and I am not on work email at all times.

If you have a question about the course or an assignment, please check your Course Outline first before contacting me to see if this can clarify the issue.

When emailing, please take the time to properly address your email inquiries, include the course number (IST 232) in the subject line, and make sure to sign your message.

I prefer email to phone.

Assignment Submission & Late Policy

Each of the assignments outlined in the syllabus have specific due dates and submission requirements.

If through circumstances you are unable to meet a due date for an assignment, you must request an extension *at least three days before* the original due date. Extensions are reserved for times when unforeseen circumstances arise that require accommodation. They are not something you should rely on getting simply because you are busy or did not start your assignment early enough to get it in on time. Amongst other things, this is simply not fair to the other students who *have* ensured that their assignments are ready in time. In cases of illness or medical issues, documentation from a physician may be required.

Without prior accommodation, all assignments received after the due date will receive a 5% per day penalty to a maximum of one week after which I will not accept it.

Assessment & Grading

Before beginning and submitting assignments, always carefully review the requirements for the assignment in the Course Outline. If you produce an assignment that does not fit what was asked for, **this will unfortunately impact your grade**. If you have any questions please contact me before the due date.

On assignments where I am using a more specific rubric I will make this available well in advance; you already have one in your syllabus for your discussion posts. These are general descriptions of each grade range using the GPA system:

Grades	Grade Point Value	Percentage	Description
A+	9	90 – 100	Exceptional, outstanding and excellent performance. An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	Very good, good and solid performance. A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student’s full engagement with the course requirements and activities. A B+ represents a more complex
B	5	73 – 76	
B-	4	70 – 72	

			understanding and/or application of the course material. Normally achieved by the largest number of students.
C+	3	65 – 69	Satisfactory, or minimally satisfactory performance. A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	Marginal Performance. A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities.
F	0	0-49	Unsatisfactory Performance. F is earned by work, which after the completion of course requirements, is inadequate.
I	0	0-49	Incomplete Did not complete course requirements by the end of term or session.

General Assessment Criteria for Assignments:

- a) Are all requirements of the assignment fulfilled?
- b) Are course readings and materials and/or additional resources utilized as per the requirements of the assignment? Are all my sources, paraphrased and direct quotations properly cited?
- c) Is the writing and style appropriate to the assignment? Is it well organized? Is your thesis clear? Are points and arguments clearly articulated and easy to follow? Was formatting, grammar and spelling checked before submission?
- d) Does the assignment demonstrate good comprehension of concepts and course material?
- e) Does the assignment demonstrate thoughtfulness and depth of engagement with the material and topic? Have you developed and articulated your own analysis well?

Each of the above criteria can

- Not be met: If all or most are *not* met this will result in a failing grade.
- Be met adequately: If all or most are met at least *adequately* this will translate into a minimum 50% D up to a C grade.
- Be met well: If most or many are met *well* this will translate into a C+ to B+ grade.

- Be met outstandingly: If most or many are met *outstandingly* this will translate into an A- to A+ grade.

Academic Integrity & Plagiarism

Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group.

If an incidence of academic dishonesty (intentional or unintentional) is found, I will notify the student and Indigenous Studies Chair within five business days of noting the issue. You will have the opportunity to discuss the issue with me before any penalty is determined. This penalty can include but is not limited to redoing or revising the assignment if deemed unintentional or receiving a 0 on the assignment. For each incident the appropriate course of action will be decided in consultation with the Indigenous Studies Chair.

As an instructor I refer to Camosun Arts & Science's outline of what academic honesty and dishonesty includes and to help me assess the appropriate action for specific issues. Please see their policy for details and examples here:

- <http://camosun.ca/learn/school/arts-science/images/Arts%20and%20Science%20Academic%20Honesty%20Guidelines.pdf>

One problem area for many students is proper citation and working with quotations. The Writing Centre and library have resources to help you with this including videos and tutorials on citation, academic integrity and plagiarism:

- https://camosun.ca.libguides.com/Student_Success/AcademicIntegrity
- <http://camosun.ca.libguides.com/modules/full/citation>

The College has an Office of Student Support that assists students and staff with their rights and responsibilities:

- <http://camosun.ca/services/student-support/students.html>

The College has a number of policies that relate to course expectations, please read them here:

Student Conduct Policy

- <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>

Plagiarism Definition & Consequences

- <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.1.pdf>

Student Appeals

- <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.4.pdf>

Withdrawals

- <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf>

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.