

COURSE SYLLABUS



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

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

COURSE TITLE: IST 234 Land and Language

CLASS SECTION: X01

TERM: Winter 2023

COURSE CREDITS: 3.0

DELIVERY METHOD(S): Zoom and on the land

Zoom Meeting ID: 848 969 3859

Passcode: WSANEC

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: MENEŦIYE Elisha Elliott

EMAIL: elliotte@camosun.bc.ca

OFFICE: Online

CELL: 250-686-3223 (text message preferred)

HOURS: By appointment, online via zoom

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

This course introduces students to the Indigenous relationships among culture, land, language, and their own connected development of self-identity. Students participate in land-based activities, learn some aspects of speaking a traditional indigenous language, and connect with their own ancestral land and language.

PREREQUISITE(S): One of:

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

COURSE LEARNING OUTCOMES / OBJECTIVES

On completion of this course students will:

1. Discuss important connections of culture, land and language as they relate to the development of self-identity.
2. Display an awareness of the relationships of land and language by introducing self and respectfully acknowledging the territory in one of the traditional Coast Salish languages (SENĆOŦEN).
3. Demonstrate a connection with own ancestry that reflects the relationship of land and language to one's ancestral place/territory.
4. Contribute to the learning of peers and the college community regarding the significance of relationships among land, language, and identity.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

- Poth, Janet (ed). 1990. Saltwater People as told by Dave Elliott Sr.
- ÁLENENEŦ: Learning from the Homeland. 2008. Saanich Adult Education Centre & Saanich Indian School Board & WSÁNEĆ Community Members.
- Turner, Nancy J. 2005. The Earth's Blanket: Traditional Teachings for Sustainable Living. (Selective Readings)

*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	Class Content	Readings/To Do:
Class #1 January 13 2:30-4:30pm Zoom: Meeting ID: 848 969 3859 Password: WSANEC	<ol style="list-style-type: none">1. WŦKET TFE SOŁ2. SİSET SDİLEM3. Introductions4. Syllabus5. Language Attitude6. SXÁLEŁ SDİLEM7. SENĆOŦEN Keyboard (Language Geek & First Voices)	<ul style="list-style-type: none">• Download the SENĆOŦEN keyboard either through Language Geek or First Voices on your computer and your phone.

**Assignment: Download SENĆOŦEN Keyboard on computer and phone.
Due by Sunday January 15, 2023 by 11:59 p.m**

<p>Class #2 January 20 2:30-4:30pm Zoom: Meeting ID: 848 969 3859 Password: WSANEC</p>	<ol style="list-style-type: none"> 1. W̱Ç̱KET TFE SOŁ 2. SĪSET SDILEM 3. Language Attitude 4. Guest Speaker- Angela Elijah 5. Maps of W̱SÁNEĆ Territories, W̱SÁNEĆ place names. 6. SXÁLEŁ SDILEM 7. SENĆOFEN Greetings 	<ul style="list-style-type: none"> • Saiakwatsirón:ni - We Are Reigniting the Fire: Regeneration of Kanien'kéha Silent Speakers (Uploaded on D2L) • Read Salt Water People (p.13-40) • Refer to the example video of the SXÁLEŁ SDILEM under Class #2 on D2L.
Assignment: SENĆOFEN SXÁLEŁ SDILEM (SENĆOFEN Alphabet Song) Due by Sunday January 22, 2023 by 11:59 p.m.		
<p>Class #3 January 27 2:30-4:30pm Zoom: Meeting ID: 848 969 3859</p>	<ol style="list-style-type: none"> 1. W̱Ç̱KET TFE SOŁ 2. NĪNENE SDILEM 3. SXĪÁM: SKĒLÁLNĒW I, KĒL, ŁOLEMEĆEN 4. SENĆOFEN Greetings 5. SENĆOFEN Self-Introduction 6. Exploring the influence of land & language on identity. 	<ul style="list-style-type: none"> • Read: Beautiful Words: Enriching and Indigenizing Kwak'wala Revitalization through Understandings of Linguistic Structure (uploaded on D2L) • Refer to the example video under Class #3 on D2L for the self-introduction.
Assignment: Self-Introduction in SENĆOFEN Due by Sunday January 29, 2023 by 11:59 p.m.		
<p>Class #4 February 3 2:30-4:30pm Zoom: Meeting ID: 848 969 3859 Password: WSANEC</p>	<ul style="list-style-type: none"> • W̱Ç̱KET TFE SOŁ- Opening prayer I, NĪNENE ŁKÁŁJ • Self-Introduction in SENĆOFEN • Land Acknowledgement in SENĆOFEN • Chapter 2 in Earth's Blanket 	<ul style="list-style-type: none"> • Refer to the example video of Self-Introduction and Land Acknowledgement in SENĆOFEN on D2L under Class #4. • Read: Chapter 2 in The Earth's blanket (P. 41-67)
Assignment: Self-Introduction and Land Acknowledgement Due by Sunday February 5, 2023 by 11:59 p.m.		
<p>Class #5 February 10 2:30-4:30 Zoom: Meeting ID: 848 969 3859</p>	<ul style="list-style-type: none"> • SENĆOFEN Greetings • SENĆOFEN Placenames • SENĆOFEN Alphabet • SENĆOFEN Introductions 	<ul style="list-style-type: none"> • ÁLEŅENEÇ (p. 82-94) • Read Chapter 4 in The Earth's Blanket (P. 95-125)

Password: WSANEC		
Class #6 February 17 2:30-4:30pm Zoom: Meeting ID: 848 969 3859	Ancestry Project Presentations	Each of the students will have 5 minutes to present their Capstone projects. The Capstone presentations will be the time to introduce yourself and give a land acknowledgment using the SENĆOŦEN language that we have learnt in class.
Assignment: Ancestry Project Due by Sunday February 19, 2023 by 11:59 p.m.		
Class #7 March 3 9:00-5:00 On the land: ŁÁU,WEL,NEW	We will be practicing our self- introduction and land acknowledgements on the land. Please be prepared.	<ul style="list-style-type: none"> • Read chapter 6 in The Earth’s Blanket (P. 147-177) • Please practice the 13 WSÁNEĆ moons for class.
Class #8 March 10 9:00-5:00 On the land: XTEWEŁ	We will be practicing our self- introduction and land acknowledgements on the land. Please be prepared.	<ul style="list-style-type: none"> • Read chapter 7 in The Earth’s Blanket (P.179-101) • Please practice the 13 WSÁNEĆ moons for class.
Class #9 March 24 Time: TBA Zoom: Meeting ID: 848 969 3859 Password: WSANEC	We will have to be flexible for this class. As I will be hosting a zoom from New Zealand. I do not have the itinerary for the trip thus yet. I will include schedule time for class as soon as I am informed.	
Class #10 March 31 Time: TBA Zoom: Meeting ID: 848 969 3859 Password: WSANEC	We will have to be flexible for this class. As I will be hosting a zoom from New Zealand. I do not have the itinerary for the trip thus yet. I will include schedule time for class as soon as I am informed.	
Class #11 April 7 2:30-6:50 Zoom: Meeting ID: 848 969 3859 Password:	Capstone Project Presentations	Each of the students will have 10 minutes to present their Capstone projects. The Capstone presentations will be the time to introduce yourself and give a land acknowledgment using the SENĆOŦEN language that we have learnt in class.

WSANEC		
Class #12 April 14 2:30-6:50 Zoom: Meeting ID: 848 969 3859 Password: WSANEC	Capstone Project Presentations	Each of the students will have 5 minutes to present their Capstone projects. The Capstone presentations will be the time to introduce yourself and give a land acknowledgment using the SENĆOŦEN language that we have learnt in class.
Assignment: Capstone Project Due: April 16, 2023 by 11:59 p.m		

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

5. Basis of Student Assessment (Weighting)

- | | |
|---|-----|
| 1. Download SENĆOŦEN Keyboard on computer and phone | 5% |
| 2. SXÁLEŁ SDILEM (SENĆOŦEN Alphabet Song) | 5% |
| 3. Self-Introduction in SENĆOŦEN recorded | 5% |
| 4. Attendance/active participation and contribution | 30% |
| 5. SENĆOŦEN Introduction and Land Acknowledgement | 5% |
| 6. Ancestry project | 20% |
| 7. Capstone project | 30% |

Assignment Descriptions:

Download the SENĆOŦEN keyboard for computer and phone= 5%

Due by Sunday January 15, 2023 by 11:59 p.m

Download the SENĆOŦEN keyboard from Language Geek or First Voices and use the SENĆOŦEN keyboard to type out 10 SENĆOŦEN place names from the Salt Water People book by David Elliott Sr. Save the file and submit it under the assignments tab on D2L.

SENĆOŦEN SXÁLEŁ SDILEM (SENĆOŦEN Alphabet Song)= 5%

Due by Sunday January 22, 2023 by 11:59 p.m.

Throughout the class we will be learning about the SENĆOŦEN orthography and the names and sounds for each of the letters. Each student will record themselves singing the SENĆOŦEN SXÁLEŁ SDILEM and submit it under the assignments tab on D2L.

Self-Introduction in SENĆOŦEN= 5%

Due by Sunday January 29, 2023 by 11:59 p.m.

Students will record themselves saying a self-introduction in SENĆOŦEN and submit it under the assignments tab on D2L. The self-introduction should consist of:

“ÍY, SÇÁĆEL SIÁM. _____ TFE (ŦE) NE SNÁ. Č,SE LÁ,E SEN ET _____”.

Attendance/active participation and contribution= 20%

Each of the online classes is worth 2% (10 x 2% =20%)

Each of the outdoor ed day are worth 5% (2 x 5% =10%)

Students are expected to attend all classes to learn, share ideas, and dialogue with one another. Participation through group discussions, written assignments, and interacting with guest speakers are critical to the successful progression of this course. Your engagements with other students will enrich the classroom learning and benefit your assignments. Due to the nature of the course, you are expected to attend each class on time unless previously arranged with the instructor. Attendance and tardiness will be noted. **Your attendance is essential, and students need to attend 80% of the classes in order to succeed in this course.** No more than two classes can be missed without a doctor's notes.

SENĆOŦEN Introduction & Acknowledgement= 5%

Due by Sunday February 5, 2023 by 11:59 p.m.

The instructor and cultural advisor will guide students in learning how to introduce themselves and acknowledge territory in the SENĆOŦEN language. Each student will record themselves doing their self-introduction and the land acknowledgement in SENĆOŦEN and submit the recording under the assignments tab on D2L.

Ancestry project= 20%

Presentation: Friday February 17, 2023 during class.

Handed in: Sunday February 19, 2023 on D2L by 11:59 p.m

The ancestry project will provide students with the opportunity to conduct research into the connections of land and language of their own ancestry. Students can alternatively demonstrate the connections of land and language by exploring a personal interaction with place(s) where the student has a deep connection. This project will be a presentation (5 mins) and handed in. Guidelines for this project will be provided to students.

Capstone project= 30%

Presentation: Friday April 7, 2023 or Friday April 14, 2023 during class

Handed in: Sunday April 16, 2023 by 11:59 p.m.

The Capstone project may be done individually or in groups of 2 or more. Students need to complete a project that demonstrates land and language connections. This could be a directed project related to local territories, or it could be something else that students decide upon. Students can demonstrate this in their own way through art, online work, digital storytelling, ceremony, teaching and learning activities. Students will have to present their project to the class (10 mins).

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.

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
B	5	73 – 76	
B-	4	70 – 72	

			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 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

Support Service	Website
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.