IMPORTANT NOTE ON COURSE DELIVERY FOR SUMMER 2021:
This Summer 2021 course will be offered entirely online as part of the University’s plan to ensure everyone’s safety during the Covid-19 pandemic. Please read the outline and postings on D2L carefully to see which course components will be offered synchronously (where you are expected to participate in real-time) and which components will be offered asynchronously (to be completed on your own time). Synchronous course sessions will normally be hosted on Zoom, which is a video-conferencing program. Connection information will be posted on D2L.

Note that the time indicated on course outlines for all timed quizzes and exams in CMCL, COMS, and FILM courses includes 50% extra time to allow for technical difficulties.

Instructor: Luke Russell
Email: luke.russell@ucalgary.ca
Web Page: D2L (access via MyUofC portal)
Office Hours: Typically, Wednesdays at 5pm Mountain Time (or as arranged). Please email 48h before for a meeting link!

Course Calendar Description

Communication and Media Studies 363

An introduction to professional and technical communication in diverse media. Examines the rhetorical dimensions of workplace settings as well as the process of planning, composing and delivering professional and technical communication for various audiences.

Course Hours: 3 units; (3-0) Prerequisite(s): 24 units.
Antirequisite(s): Credit for Communication and Media Studies 363 and Engineering 213 will not be allowed.

WELCOME TO THE CLASS!
Objectives of the Course

Do you want your technical or subject-matter knowledge and ability to be recognized and valued? Then you need to be a great communicator. Communication skills are essential to a successful career.

This Communication Skills course is designed to introduce students to written and verbal communications in real-world scenarios to help them develop the communication strategies and skills of today.

This course invests in you, and development of your skills!

At the conclusion of this course and upon successful completion of readings, assignments, and class participation, students will:

• Be able to create an effective professional presentation
• Understand day-to-day workplace communications, emerging communication techniques, and documents like emails/letters, memos, proposals, and reports as they pertain to technical or professional environments
• Employ document design strategies to ensure that their documents look professional, promote easy retrieval of information, and use visuals to communicate information effectively, using the concept of “short and simple”
• Be familiar with a range of resources for professional writers, including tools for online research, for online composing, and for collaborative writing

Additional Information

• The weekly schedule of topics and readings will be posted on D2L.
• This course takes a “blended” approach to learning, where asynchronous learning will be paired with asynchronous collaborations with other students (peer reviews, etc.) and will be used as described below.
• Though the course will be primarily asynchronous content, it is suggested to attend live online office hours if your schedule allows.
• No portion of the course requires in-person meetings.

Asynchronous Components:

• Most weeks will have an asynchronous component. This may include readings, slides, video recordings, exercises, peer presentations, etc. It is strongly suggested to read carefully the announced deadlines. Details are posted on D2L.
• Students are responsible for reading and following all course and university policies on D2L, the University Website, as well as those discussed later in this outline.

Textbooks and Readings

Learning Technologies and Requirements & Policy on the Use of Electronic Communication Devices

This is an online course. In order to complete online (or blended) courses, University of Calgary students are required to have reliable access to the following technology:

• A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
• Broadband internet connection, and a current and updated web browser;
• A webcam (built-in or external);
• A microphone and speaker (built-in or external), or headset with microphone.

Most current laptops will have a built-in webcam, speaker and microphone. If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact the university’s IT department. For more information, see https://www.ucalgary.ca/pubs/calendar/current/student-campusservices-information-technologies-it.html

Instructors may arrange to record synchronous zoom class sessions for lesson capture; however, students are not to share recordings with others. Please carefully review the section on Instructor Copyright at the end of this outline.
Assignments and Evaluation (Details Below)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight (%)</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unless stated otherwise, assignments are individual.</strong></td>
<td><strong>Weight (%)</strong></td>
<td><strong>Deadline</strong></td>
</tr>
<tr>
<td><strong>Introduction Email</strong></td>
<td>4%</td>
<td>Week 1, Jul 2</td>
</tr>
<tr>
<td><strong>Weekly Activities</strong></td>
<td>15%</td>
<td>Each Friday, a learning activity (quiz or similar exercise) will be released based on the readings and topics of the week. Unless announced otherwise, it will be available Friday as of 9:30am MT (11:30 ET) and will be due by 23:55pm MT (01:55 ET). The durations to complete the activity or quiz will usually be short (20 mins to 30 mins), and a timer will begin once you access the activity.</td>
</tr>
<tr>
<td><strong>Peer Feedback and Peer Editing</strong></td>
<td>6%</td>
<td>These activities (2% ea.) will be completed the weeks following your submission of the proposal, interim report, and report of findings, with due dates of July 16, July 30, and Aug. 11. You will be asked to review 3 peer assignments each time. Logistical details will be on D2L. Your peer feedback is very important to your classmates! Because your peer feedback is your contribution to the classmates, if peer feedback is not submitted for any of these, a deduction of 15% will apply to your own proposal, interim report, or report of findings.</td>
</tr>
<tr>
<td><strong>Proposal - Written and Presentation Components</strong></td>
<td>20% (Marked as a single assignment, 5% presentation, 15% written)</td>
<td>Week 2, Jul 9</td>
</tr>
<tr>
<td><strong>Progress Report - Written Component only</strong></td>
<td>20%</td>
<td>Week 4, Jul 23</td>
</tr>
<tr>
<td><strong>Report of Findings - Written and Presentation Components</strong></td>
<td>35%: (Marked as a single assignment, 15% presentation, 20% written)</td>
<td>Week 6, Aug 6</td>
</tr>
</tbody>
</table>
Note: You must complete the following course components in order to pass the course: Proposal; Peer Feedback and Peer Editing; Report of Findings - Written and Presentation Components.

A proposal must be submitted and approved to continue the class. Even if the proposal is late enough to earn 0, the subsequent components will not be accepted without the approval of the proposal.

Peer feedback is an important aspect of this course. Submission of peer feedback is required for the Proposal, Interim Report, and Report of Findings. If peer feedback is not submitted for any of these, a deduction of 15% will apply to your own proposal, interim report, or report of findings.

Given the circumstances this year, if you miss a required course component, please contact your instructor as soon as possible.

Course and Assignment Details

Please note the detailed final explanation of these assignments will be on D2L.

The course will take the format of working through some of the types of documents and presentations that technical professionals and subject matter experts like yourselves may encounter in their day to day lives.

The textbook and readings will be used as a learning tool for knowledge of the course topics, but we will learn to apply the theory by actually working through a small term project to complete the various associated communication tasks.

The central "project" will be on a topic assigned in Week 1, and you will have 3 key deliverables (listed below), and designed to mimic experiences you will face in the field.

Ultimately, a key goal is to effectively communicate to a wide variety of audiences - including those who do not have the same subject expertise as you. This need to regularly communicate with various audiences exists in nearly every industry, profession, and occupation. Examples include when an engineer works with the marketing team, or updates senior executives, or meets with customers or investors.

A major learning outcome is how to keep things short and simple, while not sacrificing the underlying technical or subject-matter message you are conveying.

Non-Project Components

1. **Introduction Email (4%)**
   A large amount of every day at work will include replying to emails, do knowing how to do this well has a direct impact on your career. The purpose of this assignment is to introduce yourself to the instructor and the class, and learn how to write a professional email. This introduction email
will be done in the first week. The assignment also requires you write a hello post to the others in the class.

2. **Weekly Activities (15%)**
   Learning the skills to develop your professional communication will involve readings that highlight some of the important considerations of professional communication. Each Friday, an activity like a quiz or similar learning activity will be released based on the readings and topics of the week. It will be available Friday as of 9:30am MT (11:30 ET) and will be due by 23:55pm MT (01:55 ET). The durations to complete the activity or quiz will usually be short (20 mins to 30 mins), and a timer will begin once you access the activity.

3. **Peer Feedback and Peer Editing (6%, 2% each)**
   In industry, it is extremely rare (and not wise) for a document to be published to a client without first being reviewed by a peer, or a supervisor. Typically, your "final" version of a document in the workplace will be read by others, and feedback is incorporated, and a final version is "approved" before it would get to a client. We will have peer review opportunities 3 times:
   
   I. **After the proposal submission**, you will watch 3 peer proposal presentations and read the corresponding proposal to create your feedback. You will also say whether you would approve the project based on the submitted proposal.
   
   II. **After submission of the interim progress report**, you will read 3 peer interim reports and provide peer comments on their progress update.
   
   III. **After submission of the Report of Findings** you will watch 3 final presentations and read the corresponding reports and provide comments on how you understood their work.

**Project Components**

4. **Proposal - Written and Presentation Components** - Marked as a single assignment, 20%, weighed 5% for the presentation component and 15% for the written component.

**Summary**

The purpose of a proposal is to seek approval. In a research proposal (as we are doing in this class), you are seeking approval to research a particular topic and to deliver a report of findings to summarize your answer. You will not be conducting primary research (experiments), but rather answering two technical questions you have created on your topic, using basic technical principles and references.

**Industry Parallel**

This assignment is intended to parallel academic research proposals, or commercial proposals. In industry, a proposal may be written by engineers and business specialists to submit from one company to another to complete a major project. An example might be GE submitting a proposal to build an aircraft engine for Airbus. Regardless of the subject matter and application, the mechanics and process of writing a proposal are similar. All
of us will encounter these in the field (and writing them well ensures we still have jobs at our companies)!

**Requirements**

The *written component* of the proposal for this class will have the goal of presenting your idea in a clear and concise manner, so you will have a limit of 500 words for the body to express your desire to conduct the research. This document will require an introduction, background, proposed topic, proposed timeline, and conclusion. A breakdown will be posted with details. You will also need to think of technical definitions to include in a glossary section, as well as including relevant references (using IEEE format). The *presentation component* will be a 2-minute pre-recorded summary of the proposal, where you condense the key components of your proposal as a video message to the proposal evaluators.

5. **Progress report - Written Component only** (20%)
   For this assignment, we will assume that your proposal to answer your research question has been accepted. Now, you will present what steps you have take toward getting the answers ready for your report. This interim report should address what you have done, and what tasks are remaining, as well as your plan to complete this report. You should show significant progress by answering your first research question, but should leave the second question for the final report. The interim report will serve as a basis for your Report of Findings. This component does not have a presentation component.
   
   I. **Must include at least one technical graphic**
   II. **Should include well-written technical definitions**
   III. **Follow the assignment guidelines**

6. **Report of Findings - Written and Presentation Components** - Marked as a single assignment, 15% presentation, 20% written
   In the proposal assignment, you "proposed" to answer two research questions. In the progress/interim report, you answered one of your questions. Now, after doing your research, you will write a formal technical report for two different audiences:
   1) other technical/subject-matter specialists; and
   2) non-technical executives.
   This balance will require your answers have sufficient depth, but also include enough background and accessible language that a non-technical reader can understand the key findings.
   It should include: title page, executive summary, table of contents, intro, findings, conclusions, recommendations, reference list (IEEE Format).
   The length of the “findings” section report should be approx. 1000 words +/- 10%. The other sections have no set word limit.
   Your presentation should be pre-recorded, and last approx. 5 minutes, answering both research questions and using the techniques presented in the class.
Course Policies:

Emergencies and Extenuating Circumstances

COVID-19 has created many challenges for everyone. If you have an emergency or extenuating circumstance and are unable to complete a requirement, please discuss the situation with the instructor.

Detailed assignment requirements will be available on D2L

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late to a maximum of 3 days, after which the task will not be accepted.

D2L (Brightspace)

Students are required to review the D2L site for any new postings regularly since this is a compressed semester.

E-Mail:

University policy states that Instructors must not respond to e-mail messages from students unless the e-mail originates from the student’s University account. Please include the course code and a descriptive subject line to ensure a response.

Document Footers:

All documents must have a footer containing your name, the document title, the course code, date, and the page number.

Class Conduct

It is expected that students behave in a professional manner, and unacceptable or unsafe conduct will not be tolerated. Out of respect for all course participants, please refrain from recording videos or audio, using Snapchat, Instagram Stories, E-mail, WhatsApp etc, or any other medium.

Course Recordings:

Portions of this class may be recorded by the instructor for educational purposes. These recordings may be shared with students enrolled in the course or for course development. Students are not to initiate course recordings without prior permission.

Unauthorized Recordings/Distribution:

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording
is unethical and may also be a violation of University policy. Students requesting the use of assistive technology as an accommodation should contact the accessibility center. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s Copyright Policy, instructors own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as lectures slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor’s written permission. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

**Evaluation Criteria**

Written assignments will usually be graded for the following:

- audience awareness (appropriate style, tone, level of technicality)
- content (relevance, accuracy)
- format (accessibility of information, consistency)
- language use / professionalism (accurate grammar, correct spelling, wording)
- organization (coherence, logical flow of ideas)
- use of peer and instructor feedback
- assignment-specific criteria

Presentation assignments will usually be graded for the following:

- Content
- Slide Design and Audience Engagement
- Communication-Effectiveness of Delivery
- Effective Visuals and Themes
- Preparation and Organization
- Introduction-Conclusion
- Assignment Specific criteria

**Expected Schedule for the Course (final list on D2L)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Readings and Topics</th>
<th>Live Office Hours</th>
<th>Assignments and Deliverables</th>
</tr>
</thead>
</table>
| 1    | Jun 28-Jul 2 | *This week, we will introduce the course*  
  - Ch 1: Why Technical People Needn't Fear Writing  
  - Ch 5: E-Mails, Letters, and Memos  
  - Ch 2: Technical Sentences | Mon, Jun 28 5PM MT (7PM ET) |  
  - **Introduction Email**  
  - **Weekly Activity** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 2    | Jul 5-9     | • Ch 3: Technical Paragraphs  
• Ch 6: Short Reports, Proposals and Technical Documents  
• Ch 9: References and Citations | Wed, Jul 7  
5PM MT (7PM ET) | • Proposal - Written and Presentation Components  
• Weekly Activity |
| 3    | Jul 12-16   | • Ch 10 - Technical Graphics  
• Ch 8 - Intercultural Communication, Collaborative Writing, and Document Control | Wed, Jul 14  
5PM MT (7PM ET) | • Peer Feedback on 3 (assigned) peer proposals  
• Weekly Activity |
| 4    | Jul 19-23   | • Ch 11 - Technical Definitions and Descriptions  
• Ch 13 - oral presentations | Wed, Jul 21  
5PM MT (7PM ET) | • Weekly Activity  
• Progress report |
| 5    | Jul 26-30   | • Ch 4: Parallelism, Lists, Headings and Layout  
• Ch 7: Formal Reports | Wed, Jul 28  
5PM MT (7PM ET) | • Weekly Activity  
• Peer Feedback |
| 6    | Aug 3*-6    | • Ch 14: Ethics  
• Ch 15 - optional - Job application packages | Wed, Aug 4  
5PM MT (7PM ET) | • Weekly Activity  
• Report of Findings |
| 7    | Aug 9-11*   | • N/A (course complete) | N/A (course complete) | • Weekly Activity, Due Wed Aug 11  
• Peer feedback (on 3 assigned reports/presentations), Due Wednesday Aug 11 |

**Departmental Policies and Notes**

**Submission of Assignments**

Please submit all assignments electronically by uploading them to the designated D2L drop box (unless instructed otherwise in the assignment guidelines). Include your name and ID number on all assignments. It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.
**Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf).

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: [https://www.ucalgary.ca/pubs/calendar/current/m-1.html](https://www.ucalgary.ca/pubs/calendar/current/m-1.html). Also see FAQs for Students: [https://www.ucalgary.ca/registrar/registration/appeals/student-faq](https://www.ucalgary.ca/registrar/registration/appeals/student-faq)

**Expectations for Writing**

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: [http://www.ucalgary.ca/pubs/calendar/current/e-2.html](http://www.ucalgary.ca/pubs/calendar/current/e-2.html)

**Grading & Department of Communication, Media and Film Grade Scale**

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, grades are evaluated in percentages, and the final grade is reported as a letter grade.

<table>
<thead>
<tr>
<th>Grade Point Value</th>
<th>Description</th>
<th>Grade</th>
<th>Dept of CMF grade scale equivalents*</th>
<th>Letter grade % equivalent for calculations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>Outstanding performance</td>
<td>A+</td>
<td>96 - 100%</td>
<td>98.0%</td>
</tr>
<tr>
<td>4.00</td>
<td>Excellent performance</td>
<td>A</td>
<td>90 - 95.99%</td>
<td>93.0%</td>
</tr>
<tr>
<td>3.70</td>
<td>Approaching excellent performance</td>
<td>A -</td>
<td>85 - 89.99%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Grade</td>
<td>Performance Description</td>
<td>Grade</td>
<td>Minimum Percentage</td>
<td>Maximum Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------</td>
<td>-------</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>3.30</td>
<td>Exceeding good performance</td>
<td>B+</td>
<td>80 - 84.99%</td>
<td>82.5%</td>
</tr>
<tr>
<td>3.00</td>
<td>Good performance</td>
<td>B</td>
<td>75 - 79.99%</td>
<td>77.5%</td>
</tr>
<tr>
<td>2.70</td>
<td>Approaching good performance</td>
<td>B-</td>
<td>70 - 74.99%</td>
<td>72.5%</td>
</tr>
<tr>
<td>2.30</td>
<td>Exceeding satisfactory performance</td>
<td>C+</td>
<td>65 - 69.99%</td>
<td>67.5%</td>
</tr>
<tr>
<td>2.00</td>
<td>Satisfactory performance</td>
<td>C</td>
<td>60 - 64.99%</td>
<td>62.5%</td>
</tr>
<tr>
<td>1.70</td>
<td>Approaching satisfactory performance</td>
<td>C-</td>
<td>55 - 59.99%</td>
<td>57.5%</td>
</tr>
<tr>
<td>1.30</td>
<td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td>
<td>D+</td>
<td>53 - 54.99%</td>
<td>54.0%</td>
</tr>
<tr>
<td>1.00</td>
<td>Minimal pass. Insufficient preparation for subsequent courses in the same subject</td>
<td>D</td>
<td>50 - 52.99%</td>
<td>51.5%</td>
</tr>
<tr>
<td>0.00</td>
<td>Failure. Did not meet course requirements.</td>
<td>F</td>
<td>0 - 49.99%</td>
<td>0%</td>
</tr>
</tbody>
</table>

* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

**Plagiarism**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at [https://ucalgary.ca/studentservices/student-success/writing-support](https://ucalgary.ca/studentservices/student-success/writing-support) or the Purdue Online Writing Lab (OWL) Research and Citation resources at [https://owl.purdue.edu/owl/research_and_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)
If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to https://success.ucalgary.ca/home.htm

Instructor Intellectual Property & Copyright Legislation
Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

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

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

Research Ethics
Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-andinstructors/ethics

Note that course-based research ethics approval is in place for usability studies in COMS 363 in which students are permitted to conduct anonymous online usability surveys to get their classmates’ opinions on the usability of a website as long as the research does not involve participants not in their own course section.
Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferrals of exams and course work, requests for reapraisals, and other matters, please see the relevant sections in the University Calendar:
https://www.ucalgary.ca/pubs/calendar/current/academicregs.html

Student Support Services and Resources

Please visit https://www.ucalgary.ca/registrar/registration/course-outlines for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit http://elearn.ucalgary.ca/desire2learn/home/students. IT support is available at itsupport@ucalgary.ca or by calling 403-220.5555.

WELCOME TO THE CLASS!

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