Dates: 5-27 July 2023, Tue/Thu 9:30-2:20
Locations: COR B250 and Jewish Cemetery, 2750 Cedar Hill Rd

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An image free version of this document can be found here:

ANTH 367 A01 2023

Heritage & Historical Archaeology Field Course (CRN: 31363)

Introduces students to the archaeological methods used in recording historical cemeteries using a hands-on approach. Students learn and practice a range of skills including data collection and management (field and lab), mapping and recording, archival research and project design and implementation.

This is a Community-Engaged field course, meaning that we will be working in the field, in collaboration with a local community.

Congregation Emanu-El is the oldest surviving synagogue in Canada; the associated cemetery was dedicated in 1859 and remains in use today. Within the walls of the cemetery lie monuments dedicated to some of the most important residents and families from BC's history, such as Samuel D. Schultz, the first Jewish Judge in Canada, and members of the Oppenheimer family, such as David Oppenheimer, second mayor of Vancouver (1888-1891), and so on. This course aims to introduce students to the archaeological methods used in recording historical cemeteries using a hands-on approach.

Territorial Acknowledgement

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. We also acknowledge and respect the Jewish community of Victoria within whose cemetery we will be working. Colonialism, racism, and systems of inequality have affected these communities for generations and must be called out for meaningful work to begin.

Instructor

Dr Erin McGuire (she/they)

I have been teaching at UVic since 2010, after completing my PhD in archaeology at the University of Glasgow. I am a passionate believer in hands-on and experiential learning, working hard to make sure that these opportunities are as accessible as possible. I believe that all UVic students should have the chance to engage in experiential learning during their degrees.

Email: ehalstad@uvic.ca

Aims

To introduce students to the methods used in the recording and digitising of historical cemeteries using a hands-on approach. Additionally, to introduce students to working in communities.

Intended Learning Outcomes

Intended learning outcomes are what instructors hope students will be able to do after completing course activities. Assessment activities are meant to measure how successfully students have achieved course outcomes.

By the end of this course, students should be able to:

1.	Record data in the field using a variety of tools (camera, GPS, forms, etc);
2.	Describe the principles and application of GPR and related survey techniques, evaluating their strengths and limitations in cemetery archaeology;
3.	Analyse GPR and other forms of data to interpret burial features and cemetery structure at an introductory level;
4.	Evaluate and justify conservation methods for historical cemetery monuments by analyzing context, material composition, and preservation ethics; and
5.	Present archaeological data in publically accessible formats.

Skills

The Department of Anthropology strives to help students develop a broad range of skills through our courses.

These are some of the skills you can expect to practice in ANTH367:

1.	Data collection, management and analysis
2.	Visual representation & documentation
3.	Archaeological mapping and survey
4.	Cemetery monument condition assessment
5.	Project design and implementation

Community requests

As a Community-Engaged course, we are working closely with the Jewish Cemetery Committee and its director, Graham Dragushan. We have a collaboration plan that sets out guidance for our work, which you can review on Brightspace. Some highlights of the tasks we are working on through ANTH 367 include:

- Accurate record of monuments, especially in terms of condition
    - Which stones are at highest risk for loss? Can we research conservation options?
- Verify and correct existing map
- Identify locations of missing burials and/or extent of bedrock

Cemetery Location

Figure 1: Map showing location of cemetery (Google Maps)

BAYS HA CHAYHIM

2750 CEDAR HILL RD

Parking is limited, but available along Cedar Hill Rd and Acton St, however, by-laws only permit 3 hours, so you'd need to move your vehicle at least once.

The nearest bus stop is at Hillside and Cedar Hill, near the Damascus Food Market.

Be sure to plan transit time.

Textbook and Equipment

There is no textbook for this course, however there will be required readings assigned through Brightspace. The readings will come via the UVic Library's online collection and a range of open-access resources.

There is a supplies list on Brightspace in the General Folder. You need to review this and have your supplies with you by July 13. Please talk to me if acquiring the relevant items creates any barriers for you.

Resources

Click the icons below to go to the relevant course resources.

Working collaboratively

As this is a field course, you will be working with peers. It's the nature of anthropology, after all! In our first session, I'll be assigning people to teams and sub-teams, so that we have the flexibility to deal with various kinds of activities.

During the first session, we will employ a team-based learning approach to enhance your learning experience. You will receive a set of readings (including this syllabus) prior to the first class. In class, you will participate in an individual and team-based readiness assessment process (details on Brightspace). This will be followed by application activities.

In the field, your teams and sub-teams will work together on various activities, some of which will be graded. The Assessment Table outlines which assignments will be team-based and which ones will be individual. If you encounter difficulties working within your team, you should first work to resolve those with team members. If the situation becomes untenable or cannot be resolved, please contact me to discuss options.

Pacing the course

The first meeting of the course will take place at UVic and there will be readings you need to complete in advance. Most subsequent meetings will be in the cemetery. The early part of the course will be spent learning and practicing cemetery recording skills. During this time, there is minimal homework. The final two weeks of the course have a much more intense period of homework, where you will be doing research and writing based on data collected in the field. Take note of the deadlines and plan accordingly.

Assessment/Outputs

There are five assignments for the course. There will be short descriptions below and longer descriptions in Brightspace. You'll note that some of the assignments are individual submissions, one is a team assignment, and one is combined. See the assignment descriptions for more information.

| Assessment type	Value	Notes	ILO	Team/ Indiv?
TBL Activities	10%	In-class activities with associated homework, **completed ca. July 11 and 25**	2, 4	Both
Blog Posts	20%	Two blog posts for project blog (details on Brightspace)	5 (and others)	Indiv
Monument Record Exercise	10%	Photos, plan, record, drawing, etc. Three monuments. **Due on or before Aug 1.**	1	Indiv
Monument Image Exercise	10%	Produce photo record AND one of detailed drawing or 3D model of gravestone, and complete associated reflection exercise. **Due on or before Aug 10.**	1	Indiv
Monument Assessment Report	50%	At-risk-monument assessment. Assess condition and threats. Explain possible risk management options. Propose conservation plan. One monument. Report and infographic. **Due on or before Aug 10.**	3, 4, 5	Team
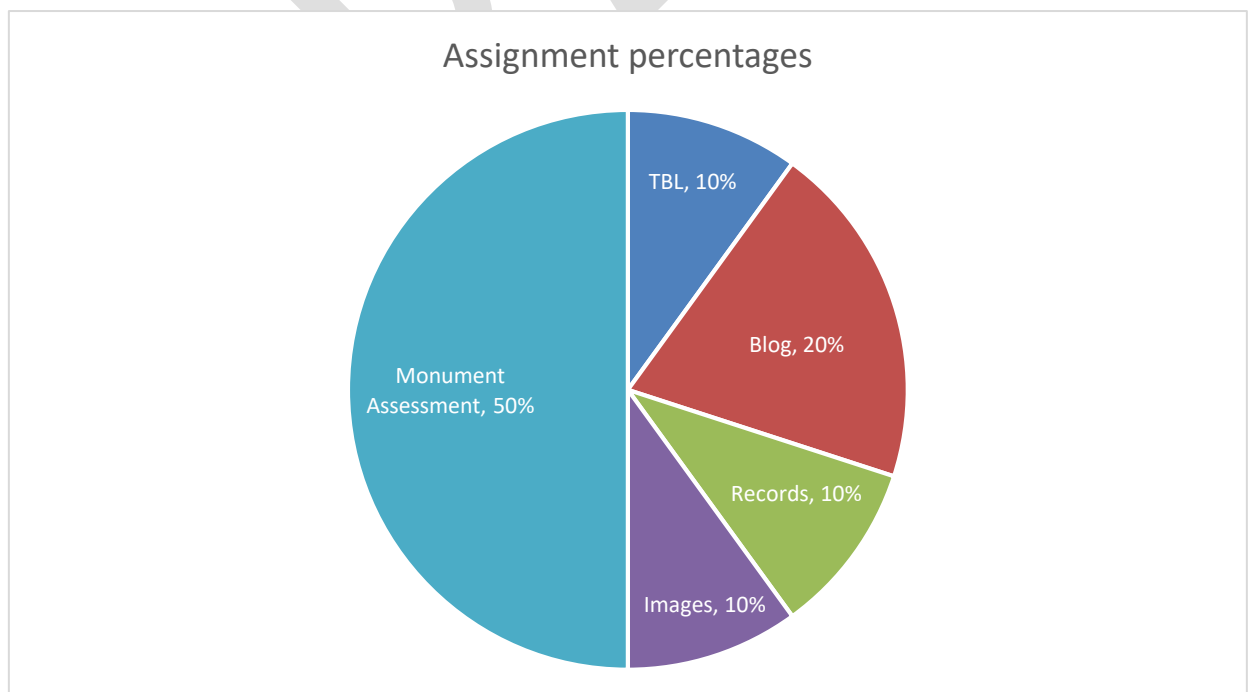
Figure 2: Comparative values of assignments

Grading

We will be using the standard [UVic Undergraduate Grading Scale](). In particular, I draw your attention to the criteria required for grades within the A range (A- to A+): "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." Therefore, B range grades are assigned to students who fulfill all expectations, while A range grades must be reserved for those who exceed them.

Assignments

The following is a short description of each assignment. While efforts have been made to ensure inclusivity, please talk to me if there are any barriers for you regarding these activities.

Team-Based Learning (TBL) Activities (10%)

Team-based learning and the associated activities will be explained and demonstrated in more detail on the first day of class, but the short version is that you'll have some assigned materials (articles, websites, and videos) to complete before class on July 11 and 25. In class, you'll complete a short, timed knowledge quiz (worth 1%) individually. You will do exactly the same quiz again in your team (worth 4%). There will be a set of activities to complete in class and the final element will be a take-home written exercise (worth 5%).

You will have the materials a week in advance. Students with CAL accommodations for quizzes can choose to come to class early to do the quiz with extended time or to do it with their classmates. Remember, there are only two, meaning each one is worth 0.5% as an individual score.

Blog Posts (20%)

A key learning outcome for this course is communicating with the public. We have a website using UVic's instance of Word Press, where we maintain a course blog. Here's the link: https://onlineacademiccommunity.uvic.ca/archaeograves/ You can (and are strongly encouraged to) review posts from previous years. Each student will be making two posts, though not all posts go live on the site. You'll have step-by-step instructions for how to make the post and you can choose from a range of topics. Your topics will affect your deadlines. Please note, it is possible to do this assignment early – before the course even begins. There will be a Brightspace announcement about that.

Monument Record Exercise (10%)

While working in the field, you will be completing records for several monuments using a recording form. Some of the time, you will be filling in gaps for our current records, but there are also some unrecorded monuments that need to have full recording done. Lessons on how to do the recording will begin on July 13. This will be one of your regular activities in the field. By Aug 1 (one week after the course ends), you will submit polished copies of **three** of your records.

Monument Image Exercise (10%)

Images are important elements of the archaeological record. They are also more complex than simply taking a photo. You will have one monument for which you will be required to produce a full set of photos and then your choice of a 3D model or detailed drawing. Monuments will be chosen from a list provided by me. Your images will be submitted along with a short written reflection. Details on Brightspace.

Figure 3: Student sketch of grave plot

Monument Assessment Report (50%)

The monument assessment report is the key assignment for the course. You will be given a monument to assess based on levels of damage and disrepair. Your job is to write a report that makes recommendations for the conservation of the monument. This will involve a physical examination of the monument, assessing its current condition and comparing it with previous records. You will also conduct research on appropriate conservation methods and concerns and write a report for the cemetery committee that makes recommendations for a conservation strategy. Finally, you will also produce a short infographic to accompany the report (templates will be provided).

Because the final report will be given to the cemetery committee after my review, you will be working on this in pairs. The collaboration will allow you to check each other's work and to delve more deeply into the topic. Moreover, working together simulates the real world nature of archaeology where analyses may require collaboration and distributed labour.

Figure 4: Infographic on gravestone materials ([click here for source and larger view](#))

Figure 5: Infographic on green burial ([click here for image source](#))

Tentative timetable (subject to change)

At the beginning and end of every field day there will be a meeting (9:30 and 2). You must plan to be on time and stay until the end. We will have a shelter set up on site and this is where the meetings will take place.

Week	Date	Topic	Notes
1	July 6	Intro to course/project Intro to cemetery studies Intro to Jewish community in Victoria Visit with Rabbi Harry Brechner First visit to cemetery	Campus (9:30-10:30) Bus to Synagogue Synagogue (11:10-noon) Bus to Cemetery
2	July 11	Intro to GPR/survey – Brian Whiting (GeoScan) TBL activities	Campus (9:30-2:20)
2	July 13	Basic recording, photography, and documentation Amber Woods (Community Historian) Data collection	Cemetery Amber Woods (11:30-12:30)
3	July 18	Practical GPR and survey – Brian Whiting Data collection	Cemetery
3	July 20	Monument cleaning Monument conservation – Carl Hughes (Meadowlark Memorials) Data collection	Cemetery Carl Hughes (11:30-12:30)
4	July 25	Computer lab: GPR processing – Brian Whiting TBL activities	Campus (9:30-12?)
4	July 27	Last day of fieldwork, as needed.	Cemetery
5	Aug 1	Last day to submit Monument Records	
5	Aug 10	Last day to submit Monument Image Exercise and Monument Assessment Report	

The following set of policies are a blend of university-wide ones and those specific to my course. Please review them carefully, as they may be different from what you have seen in other courses. Where relevant, there will be a link to the official university policy for you to follow.

Communication, Collaboration, and Technology
- Email & MS Teams
- Teamwork
- Educational Technologies

Attendance, Deadlines, and Accommodations
- Attendance & Absences
- Late Work
- Accessibility Accommodations

Diversity, Equity, Inclusion, & Belonging
- Equity, Diversity, & Inclusion
- Sexualised Violence Prevention
- Mental Health

Conduct and Ethics
- Field Conduct
- Online Conduct
- Academic Integrity
- Peer Editing
- Artificial Intelligence
- Copyright

Feedback
- Course Experience Surveys
- In-course Feedback

Communication, Collaboration, and Technology

I can be reached via email at ehalstad@uvic.ca and via MS Teams using ehalstad. My office on campus is in COR B225, but please be aware that I am not often on campus during the summer semester. It is best to arrange a meeting head of time.

Email and MS Teams

This email policy applies to both the instructor and the TA. Most of the time, you can expect a reply to an email within 24-48 hours, during working hours. Please do NOT expect an immediate reply. You should also know that we will only rarely reply to emails on the weekends. Moreover, there are limited issues that we will deal with over email – general administrative business, quick questions regarding class assignments etc. We will not answer bigger questions over email (such as questions about your marks, problems within your teams or course content questions). Please visit during office hours or make an appointment**. Make sure you include the course code (ANTH 367) in your subject line, along with the subject of your message, otherwise your email may skip the inbox and be rejected as junk mail.** Finally, before emailing us a question, check the Brightspace site, syllabus, assignment guidelines and announcements – the answer to your question may already be there.

Teamwork

Human life is group life and anthropology, as the study of people, is deeply embedded in group life. In this course you will work closely with your peers. There is no option to opt out of working with others in this course. If this is a problem for you, please talk to me urgently.

Educational Technologies and Privacy

Our primary learning tools will be Brightspace and the Online Academic Community (OAC). The Brightspace page can be found here: https://bright.uvic.ca/d2l/home/280774 and the OAC site is here: https://onlineacademiccommunity.uvic.ca/archaeograves/ Both of these are UVic resources and your privacy is well-protected when you use them, especially in association with your netlink ID.

I do use a variety of other educational technologies in this course including internet-based technologies or web-based applications, cloud services and social media. The use of technology is part of your engagement at the University. Some of these learning tools may collect, use and/or disclose your personal information and store or access that information outside of Canada.

UVic cannot require students to disclose personal information to technologies or organizations which may store information on servers located outside of Canada because disclosure of personal information to vendors, systems or services storing or accessing that personal information outside of Canada is restricted by Section 30.1 of BC's Freedom of Information and Protection of Privacy Act (FIPPA). Personal information is information about an identifiable individual; for example, your name or your email address.

The following educational technologies, which stores or accesses your personal information outside Canada, is required for this course: Google (particularly Google Sheets and Docs) and Polycam. I will make you aware if this list changes.

I use these technologies to enhance your educational experience at UVic. The personal information is required by the service. The privacy policy and the terms of use list the personal information stored outside of Canada and are available at https://policies.google.com/privacy and https://poly.cam/privacy_policy. I encourage you to read these documents.

If you are not comfortable with your personal information being stored outside of Canada, please speak to me within the first week of class about using an alternative (such as using an alias or nickname). Otherwise, by continuing in this course, you agree to the use of the educational technology in the course and the storage of personal information outside of Canada.

Attendance, Deadlines, and Accommodations

In the spirit of collegiality, I ask that you come to class on time. We have a lot of work to do in a limited amount of time to work for our community and your professionalism reflects on UVic, me, and your colleagues (classmates). Consider exchanging contact information with a team member, so that if you are running late, you can communicate this.

Attendance and Absences

As the field course consists of only seven (7) sessions, attendance is highly important. Missing a class has a significant impact on your engagement with the course and ability to complete the required work. That said, you must stay home if you are sick, as spreading illness within a small course like ours can have devastating consequences. Please consider exchanging numbers with at least one team member so that you can send word in a timely fashion if you are sick, then contact me via email to inform me more formally via email.

UVic's official statement:

Medical documentation for short-term absences is not currently required (approved by Senate). [Attendance is important](). Students who can not attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any assignment by the end of the term students are required to submit a request for academic concession.

Policies regarding undergraduate student academic concessions and deferrals are also detailed on the [Undergraduate Records]() site. Students must submit a [Request for Academic Concession]().

Class recordings

I will attempt to record the few classroom-based elements of this course, but cannot guarantee the quality of the recordings. If you have an academic accommodation that normally allows you to record classes, you may want to consider making your own recordings for those sections. You may not record the Rabbi at the Synagogue, or any of our guest speakers in the field. It may be possible to record Dr Brian Whiting for the classroom components, but I cannot currently confirm that.

Students who have privacy concerns can contact me and will have the option to limit their personal information shared in the recording. If you have other questions or concerns regarding class recording and privacy please contact [privacyinfo@uvic.ca]().

Late Work

There is a grace period for assignments in this course. If you submit your work within 24hrs of the assigned deadlines, there will be no late penalty, but you will get less feedback. Following the grace period, late work will be penalised by 5% per day. If there are valid reasons for requiring an extension beyond the grace period, you can apply for one via the [In-course]()

form. Examples of possible reasons for needing extensions can be found on the page.

Accessibility Accommodations

As much as possible, I try to employ the principles of Universal Design for Learning (UDL). One of the goals for UDL is to address academic accommodations in the design of the course from the beginning, so that the majority of student accommodations are automatically met. On Brightspace, I will provide a list of common accommodations and how I meet them. I encourage you to review these and if need be, discuss your needs with me directly. It is particularly important to me to make the field course as accessible as possible while still meeting the project goals.

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Diversity, Equity, Inclusion, and Belonging

It matters that you feel like you belong in this course. The following policies come from the Department of Anthropology and UVic. If you feel that you are being excluded from the course in any way, please talk to me.
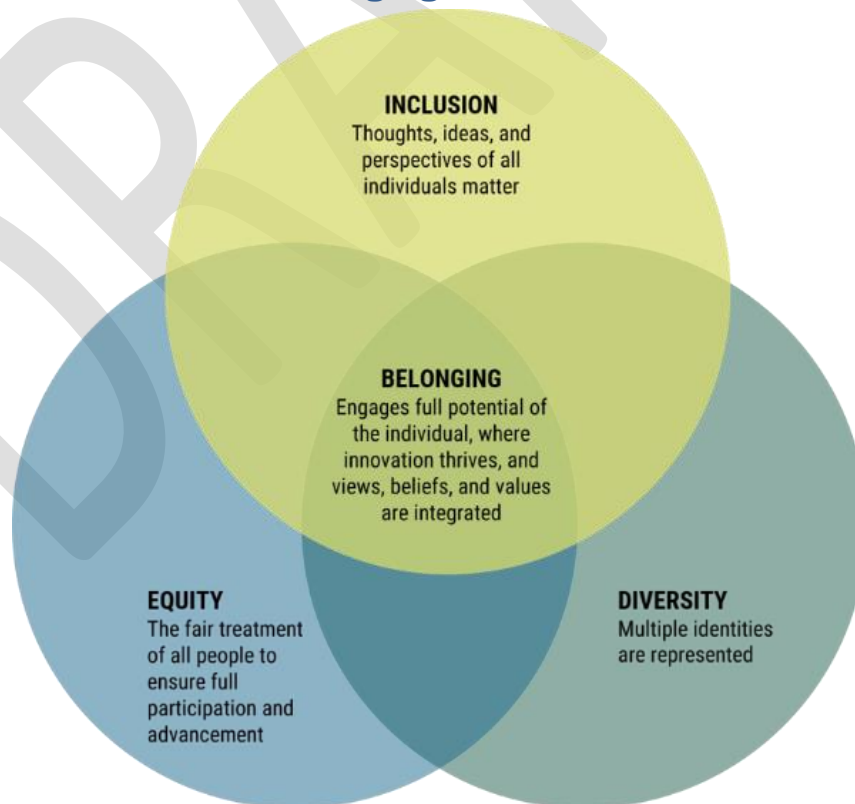
INCLUSION
Thoughts, ideas, and perspectives of all individuals matter

BELONGING
Engages full potential of the individual, where innovation thrives, and views, beliefs, and values are integrated

EQUITY
The fair treatment of all people to ensure full participation and advancement

DIVERSITY
Multiple identities are represented

Figure 6: Diversity, Equity, Inclusion, and Belonging Venn diagram (Health New England).

Inclusivity and Equity

The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members [Senate resolution, January 13th, 1999]. As part of our commitment to equity, the Department of Anthropology has established an Equity Committee. If you have concerns regarding equity issues in the classroom, you may contact a member of the Equity committee or the Chair of the Department. The Department Secretary can provide you with the names of the current members of this committee.

Sexualised Violence Prevention

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

    Where: Sexualized violence resource office in EQHR; Sedgewick C119
    Phone: 250.721.8021
    Email: svpcoordinator@uvic.ca
    Web: www.uvic.ca/svp

Mental Health

A note to remind you to take care of yourself. Diminished mental health can interfere with optimal academic performance. Do your best to engage in self-care and maintain a healthy lifestyle this semester. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. The UVic Student Wellness Centre provides cost-free and confidential mental health services to help you manage personal challenges that impact your emotional or academic well-being.

Conduct and Ethics

The following policies lay out expectations for everyone's behaviour as UVic students and members of this course community. Please review carefully.

Field Conduct

The 2023 Heritage and Historical Archaeology field course involves a collaboration between the Department of Anthropology, the Jewish Cemetery Committee, and GeoScan. In order to ensure that all participants (faculty, students, community members, and volunteers)

understand their rights and responsibilities in maintaining a safe and friendly environment for all, we reflect and agree to adhere to the following expectations:

As members of a team:
1. We are committed to working together. All aspects of our contributions to the project (individual or collaborative) aim to provide opportunity for:
    a. Learning and skills-based training;
    b. Contributing heritage information to the Jewish community of Victoria; and
    c. Conducting ourselves safely and responsibly as a team in the community.
2. We are privileged to work on the lands of the *ləkʷəŋən*/Songhees peoples and within a funerary space sacred to the Jewish communities of Vancouver Island and beyond. Our work must be of a good standards for the communities we serve. We must respect, care for, and seek to create long-lasting relationships with our project partners.
3. We have a right to a safe, secure, and non-threatening working environment. We do not tolerate any form of discriminatory, abusive, aggressive, harassing, threatening, sexually or physically intimidating, or related problematic behaviours that compromise the wellbeing of others.

There is an agreement on Brightspace that you will be asked to review and sign prior to the first day of class.

To report concerns about student conduct in the field, talk directly to me (Dr McGuire). If you wish to by-pass me for any reason, you may contact the Department Chair (anthone@uvic.ca).

Online Conduct

The University of Victoria is committed to promoting critical academic discourse while providing a respectful and supportive learning environment. All members of the university community have the right to this experience and the responsibility to help create such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying or harassment.
Please be advised that, by logging into UVic's learning systems or interacting with online resources, and course-related communication platforms, you are engaging in a university activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca.

Academic Integrity

Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust

and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension. It is your responsibility to understand the University's policy on academic integrity, which can be found in the Undergraduate Calendar. The most current version can be found [here](#).

There are some highlights that I want to draw your attention to, but it is in your best interest to review the entire policy each semester.

Plagiarism

Plagiarism includes submitting any part of someone else's work as if it is your own, providing inadequate attribution for someone else's work (e.g. not citing sources appropriately), and paraphrasing without adequate attribution. Although the policies have not been fully updated yet, it is important that you know that copying from an AI tool, like ChatGPT, without citing the tool is also considered plagiarism.

Editors and Peer Editing

Using an editor (paid or otherwise) is an integrity violation. Currently, it is unclear if that also includes using an AI tool to edit your work. I will give further guidance on how you may use editors and AI tools for editing in the section below.

UVic's [Policy on Academic Integrity](#) specifies that the use of an editor for student work is prohibited unless the instructor grants explicit written authorization. The Department of Anthropology recognizes that peer editing is an important component of student learning, academic scholarship, and effective communication. I want you to get feedback and so this is your written permission. You are encouraged to do the following:
- Swap your work with a classmate, hopefully one or more of your teammates
- Provide each other with comments on the clarity of the work
- Make suggestions without making any actual changes (i.e. "This might work better if you re-ordered this section" is ok. Actually re-ordering the section for them is not ok.)

Falsifying materials

Falsifying materials covers several different aspects that you should review in the official policy. A common mistake that falls under this heading is using something that was quoted without indicating that you didn't get it from the original source. For example, if I read an academic article by C. Morris who quotes A. Saxe, I must either go read Saxe's original work or acknowledge that I got it via Morris. Your citation style has guidelines for how to do this. Here are the [APA instructions](#) to give you an example.

Please be aware that one of the big problems with AI tools like ChatGPT is that they do falsify materials and if you use an AI tool, you will be the one held accountable for any falsification that occurs. If you are unaware of the issues with AI in this regards, you might want to start with this article: Marr, B. (22 Mar 2023) [ChatGPT: What are hallucinations and why are they a problem for AI systems](#).

Aiding others to cheat

Students aren't always aware that UVic's policy on academic integrity includes helping other people cheat. For example, a student who accepts money to edit other students' work, shares exam questions to someone who hasn't taken the exam, or allows someone to copy their work, is also in violation of the Academic Integrity Policy and would be subject to penalties too.

Artificial Intelligence (AI)

UVic is still working on developing policies in relation to the use of Artificial Intelligence by students and faculty. There are a number of tools that fall into this category and people don't always realise that they are using them. AI is part of our everyday lives now and we will all need to learn how to work with AI with integrity. It is important to me that when you use AI, you do so consciously and with a clear effort to understand the implications of your decisions. Equally, I require you to acknowledge the use of AI in your work. Assignments will include instructions and limitations for the use of AI. That said, there are some broad policies that I am working with right now:

- You may use AI to assist with editing when the tool you use is one that makes recommendations but does not do the work for you. For example, a grammar checker is usually ok, but copying your work into ChatGPT and asking it to fix your grammar is not.
- You may use AI to assist with developing work flows and to help you come up with ideas, but be aware that you may be limiting your own cognitive gains in doing so.
- You must acknowledge any AI tools that you use and how you have used them. [See the end of this syllabus for an example](#).

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another

exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy (AC1300)](#).

Feedback

I value your feedback on this course. In-course feedback has the potential to help me adjust the course as we move through it, while the CES affects future instances of the course. I always consider all student feedback, though I cannot always respond to it all.

In-course Feedback

During the course, I will use an anonymous survey to check in with all students. It will be delivered using the course Brightspace page. If anything comes up before or after that survey that you wish to discuss with me, please feel free to do. You can email me and/or arrange a meeting with me.

Course Experience Surveys (CES)

Towards the end of term you will have the opportunity to complete a confidential course experience survey regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to your [CES dashboard](#). You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time but please be thinking about this important activity, especially the following three questions, during the course: 1) What strengths did your instructor demonstrate that helped you learn in this course? 2) Please provide specific suggestions as to how the instructor could have helped you earn more effectively. 3) Please provide specific suggestions as to how this course could be improved.

AI tools used for this syllabus:
- MS Word's built-in spelling and grammar checkers were used to check the writing
- ChatGPT was used to organise the policy section into categories