DALHOUSIE UNIVERSITY

FACULTY OF MANAGEMENT

INFO 6070 Reading and Reading Practices[1]
Fall 2024
Asynchronous, via Brightspace
Optional virtual drop-ins Wednesdays, 10:00am Atlantic

Course Type: Online
Instructor: Alison Brown (she/her)
Contact info: alisonbrown@dal.ca
Availability: This fall, I am teaching (and writing my dissertation and spending time with family) from a cabin in Northwest Ontario. Among my priorities is full attention and responsiveness to you. I am reasonably confident that the internet will be reliable. In addition to the optional virtual drop-ins on Wednesday mornings, you are encouraged to email or book a Teams meeting whenever you have any questions or concerns; my Outlook calendar is kept up to date.
Course website: Brightspace

Reading is a way through, a way in, a way out. —Jeanette Winterson

COURSE DESCRIPTION

People have always needed stories. Reading is one of our ways to access and share those stories. It is a foundation of learning, scholarship, knowledge, and pleasure. Reading work is also a cornerstone of library services. This seminar class will examine theories of reading and explore sites and practices of reading in an era of rapid cultural, social, and technological change.

This course considers reading as an activity that is historically and culturally situated. Drawing upon scholarship in library and information studies, education, literature, history, sociology, psychology, and anthropology this course emphasizes human communication and community connection through stories. Students will develop a deep understanding of why reading matters, learn tools for carrying out readers' advisory tasks, and be prepared for conducting strategically planned, evidence-based engagement with individual readers, communities of readers, and not-yet readers. The theoretical and practical foundations taught in this course are relevant in contemporary multicultural society regardless of a specific work environment, social setting, or community.

Together we will reflect on and respond to several questions: What social, cultural, historical, political, and personal factors shape our reading practices? How does reading transform us and why - or why not? How does reading vary across cultures and continents? How do we talk about books that we read – and those we do not? How can MI graduates engage in reading work inside libraries and beyond?

COURSE PRE-REQUISITES

None

LEARNING OBJECTIVES

The class has several objectives:

---

[1] This course is adapted from an earlier version taught by Laurie Tarulli and from LIS 580 Contemporary Theories and Practices of Reading taught by Dr. Keren Dali.

1. To cultivate a sense of wonder and fascination with stories.
2. To acquire the foundational knowledge of reading behaviours, reading motivation, and reading impacts, and critically evaluate qualitative and quantitative studies of reading produced in various disciplines.
3. To appreciate the diversity of readers in multicultural societies and increase sensitivity to reading pluralism.
4. To understand how reading practices and the systems of production and distribution of reading materials are shaped by socio-political, historical, ideological, and cultural contexts.
5. To consider the varied platforms (e.g., paper, audio, screen) and sites (e.g., home, educational institutions, workplaces, communities) of reading.
6. To become familiar with a variety of readers' advisory and reader engagement tools and practices and use them confidently and proficiently.
7. To acquire basic knowledge of major reading genres and types of materials.
8. To improve knowledge of self as reader and develop ability (and enthusiasm!) to communicate about reading matters in professional settings.

LEARNING OUTCOMES AND RELATIONSHIP TO MI CORE COMPETENCIES

Your learning experiences in this course will cover the entire spectrum of the MI core competencies. Through our readings, discussions, exercises, and assignments, you will develop knowledge and proficiency related to information managers' leadership competencies in the following areas:

COURSE LEARNING OUTCOME	RELEVANT MI CORE COMPETENCY	COURSE ASSESSMENT
Articulate previously tacit understanding of your own reading processes and communicate the significance of the differences among individual readers	Communication; Learning	Participation; Reading Journal; Digging Deeper
Explain the major theoretical perspectives on reading and the cultural, social, technological forces that shape reading motivations, behaviours, and practices	Adaptation; Commitment to equity, diversity, inclusion, accessibility, and decolonization; Communication; Learning	Participation; Digging Deeper; Engagement with Readers
Acquire concrete knowledge and specific applied and technology skills, strategies, and resources required for professional reading engagement practices	Communication; Digital and technological literacy; Evidence-based practices; Learning; User-centered design	Participation; Readers' Field Trip; Digging Deeper; Engagement with Readers
Analyze the role and significance of pleasure reading in people's lives	Communication; Learning	Participation; Readers' Field Trip; Digging Deeper
Demonstrate cultural and intercultural sensitivity and appreciation of diversity issues related to reading and reading practices	Communication; Commitment to equity, diversity, inclusion, accessibility, and decolonization; Collaboration; Learning; Management; User-centered design	Participation; Reading Journal; Readers' Field Trip; Digging Deeper; Engagement with Readers
Communicate professional information about reading interests through a variety of strategies	Adaptation; Communication; Commitment to equity, diversity, inclusion, accessibility, and decolonization; Learning; Leadership; Management	Participation; Digging Deeper; Engagement with Readers

TECHNOLOGY REQUIREMENTS

The course site, hosted through Brightspace, has several functions: storage of digital copies of the syllabus and assignments, links to course readings, hosting of discussion boards, repository for assignments, and notifications of announcements or course updates. If you require support for Brightspace, you can contact Information Technology Services (ITS) at support@dal.ca.

Students will use databases to access readings and support research. Assignment options include those which may provide opportunities to develop skills with supporting software (e.g., conducting interviews, developing literature maps). Suggestions, details, and support for those software will be provided in lectures and assignment documents.

We will use Microsoft Teams for optional, live, virtual drop-in sessions on Wednesday mornings (I will send the links/calendar invitations). For assistance with Microsoft Teams, contact Information Technology Services (ITS) at support@dal.ca.

INSTRUCTIONAL METHODS

My intention is to create an engaged community of inquiry. While I acknowledge my position of power and responsibility as the course instructor, I know I will often be as much the learner from experiences and expertise brought to the class by students and invited guests. To ensure the learning environment aligns with these principles, I will need your enthusiastic, thoughtful participation.

This is a seminar course aimed at theoretical, methodological, conceptual, and personal discovery. Learning in the course will be achieved through course readings/materials (e.g., articles, videos, podcasts), lectures, discussion led by students, and assignments.

Rhythm of the course

Our class weeks will begin Monday morning and end Sunday evening. Most of you have additional classes and all of us have families and/or other commitments. I appreciate this *and* I remind you that you have chosen to take this class. You have made a great choice! Do be prepared to actively engage with the material, with me, with one another and to do the work. I hope the structure of the Monday to Sunday week allows for everyone to have a few days to settle into the new topic, get some readings and assignment work done, and have time to delve into the discussions later in the week and/or throughout the weekend. Beginning in the second week of term, on Wednesday mornings from 10-11am AT, I will be available for discussion via MS Teams (you will receive the link). A reminder that this is optional.

LEARNING MATERIALS

There is no single textbook for this course, though we will draw often from Ross et al. (2018*), Reading still matters: What the research reveals about reading, libraries, and community,* available online through Dalhousie Libraries. Readings and additional learning resources are listed in this syllabus and in the weekly folders in Brightspace.

Because we are reading scholarship of marginalized thinkers (in addition to those of relative privilege), it helps them to have their work searched, accessed and downloaded. I therefore have not provided .pdf files or links to course materials within Brightspace. If you experience challenges accessing any of the material, let me know.

METHODS OF EVALUATION

Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection. See also the DIS Grading Policy.

COMPONENT	DESCRIPTION	DUE DATE	VALUE
Reading Journal	Annotations of four books and genre reflection	Ongoing	20% (4x5%)
Reader's Field Trip and Reflection	In-person or virtual visit to a library to ask for a good book to read	September 29, 2024	15%
Digging Deeper	RA conversation and report OR research report	November 3, 2024	25%
Engagement with Readers	Reading map OR genre wiki/blog OR program	December 1, 2024	20%
Participation	Active engagement and discussion of course materials in online forum	Ongoing	20%

Detailed instructions regarding each assignment will be provided in Brightspace.

Reading Journal (20% total, 5% per book/genre)
From Weeks 3-12, you will be responsible for reading in four of five genre categories. This will involve two key components biweekly, submitted via the Discussion Forum in Brightspace:
- Read one book in the genre and submit a 150-word (max) annotation.
- Participate in the weekly discussion about the appeal of the genre, the features of the genre, useful resources for the genre, the ways the genre could be promoted to readers etc.

Readers' Field Trip and Reflection (15%)
Visit a library and ask for a good book to read. Discuss what happens. Was it obvious who to ask? What questions were you asked? What tools, if any, did the library worker use to help you? Did the library worker successfully find a "good book" for you to read or a well-matched resource? If yes, how so? If no, why not?

Digging Deeper (25%)
This assignment will involve either a report from an RA conversation OR a research paper exploring a theme or issue from the course in greater depth.

Engagement with Readers (completed individually or in pairs) (20%)
For this assignment you will create a product that seeks to increase reader engagement. You will have three options: create a reading map (an online tool to facilitate exploration of the themes and elements of a book), produce a genre wiki or blog (designed to be a "one-stop resource" for the genre), or design a community reading program that could be realistically offered by a library.

Participation (20%)
The weekly online discussion boards will open for posting on Monday at 7 am. The first week's discussion board will feature everyone's reading profiles. Subsequent weeks will be focused on course readings and will include prompts and moderation by students.

General Guidelines for Written Assignments

To aid you in meeting professional expectations, these guidelines suggest points to consider when preparing, writing and presenting your work. Criteria for assessment will be based on attention to these general guidelines, on specific

attention to individual assignment guidelines, as well as on evidence of wide reading and reflection of the topics under consideration.

1. Submit your assignments via Brightspace as attached files in MS Word (not PDF). Name files clearly, following the template:
   YourSurname_INFO6070_AssignmentTitle, e.g. Brown_INFO6070_Readers Field Trip
2. All assignments should have a header with your name, course number, and assignment title.
3. All sources of information should be cited. Please use APA citation style. This point refers to all sources of information: published documents in any format, electronic mail, or personal (spoken) communication. The APA Style Quick Guide prepared by Dalhousie Libraries (https://cdn.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/apa_style7.pdf) and The Purdue Writing Lab (http://owl.english.purdue.edu/) can help you to format your papers properly.
4. The Faculty guidelines regarding Academic Integrity (AI) are included as a part of this syllabus.
5. Please take care with spelling and grammar as these matter in professional life. Read your work over carefully before submitting it. Usually automated spell-checking and grammar-checking are not sufficient. Spelling, grammar, punctuation, and clarity of expression are incorporated into the evaluation of every written assignment.
6. Questions are welcome at any time!

COURSE SCHEDULE

Course readings are subject to change based on your interests, experiences, and responses to what we are learning – we may discover new and intriguing work we would like to share! I will send an email if the week's readings change.

Most journal articles are available via the licenses arranged by Dalhousie University Libraries (http://libraries.dal.ca/). If you access the Dalhousie Libraries from an off-campus IP address, you will be prompted to authenticate your Dalhousie status by entering your NetID and password.

*Note the "[Worth a Read/Watch/Listen]" materials are optional but recommended as time or interest allow.

Dates and Topics	Course Materials	Assignments
Week 1 September 3-8, 2024 Course introduction Reading and readers	Tarulli, L. (2016). Do you remember that moment you, you know, became a reader? *Reference & User Services Quarterly*, 55 (4). Ross, C. S. (2018). Henny Penny and the case for reading & Myths about reading. In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community*: 1-24.	
Week 2 September 9-15, 2024 Histories and models of reading	Ross, C.S. (2009). Reader on top: Public libraries, pleasure reading and models of reading. *Library Trends* 57 (4): 632-656. Rubery, M. (2019). Reader's block: Alexia, neurological reading disorders, and the postliterate condition. *Literature and Medicine, 37*(2), 251-277. Ross, C. S. (2018). Histories of reading. In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community:* 25-37. [Worth a Listen] BBC In Our Time. (2000). Reading. [Podcast]	

| Week 3 September 16-22, 2024

The reading experience | Lazar, J. (2020). Accessibility. In M. Rubery & L. Price (Eds.), *Further Reading* (pp. 223-232). Oxford University Press.

Ross, C. S. (2018). The who, what, where, and when of reading, Why (not read), and The reading experience. In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community*: 137-160.

Rothbauer, P. M., & Serantes, L. C. (2021). Reading time: exploring the temporal experiences of reading. *Journal of Documentation*.

[Worth a Watch] Morgan, M. (2015). My year reading a book from every country in the world. TED Conferences. | Adrenaline Genre (e.g., adventure, thriller, suspense) |
|---|---|---|
| Week 4 September 23-29, 2024

Working with readers

Introduction to readers' advisory | Flaherty, M. G., Hussey, L. K., Ross, C. S., & Rothbauer, P. (2021). Readers' Advisory: RA School: Learning from ILS Faculty. *Reference & User Services Quarterly, 59*(3/4), 182-187.

Anderson, S. H. & Trott, B. (2016). Trends and directions in RA education. *Reference & User Services Quarterly, 55*(3), 203-209.

Dali, K., Vannier, C., & Douglass, L. (2020). Reading experience librarianship: working with readers in the 21st century. *Journal of Documentation*.

[Worth a Browse] Becky Spratford's blog, *RA For All*. | Adrenaline Genre (e.g., adventure, thriller, suspense)

Reader's Field Trip and Reflection Assignment Due September 29, 2024 |
| Week 5 September 30-October 6, 2024

Readers' advisory tools and strategies

Reading appeal | Dali, K. (2014). From book appeal to reading appeal: Redefining the concept of appeal in readers' advisory. *Library Quarterly, 84*(1), 22-48.

Merga, M. K. (2021). How can Booktok on TikTok inform readers' advisory services for young people? *Library & Information Science Research, 43*(2), 101091.

[Well Worth a Watch] Library Reads. (2020). Anti-Racist Readers' Advisory. https://www.youtube.com/watch?v=tvX_Qdxr6nQActively

[Worth a Read] Spiteri, L. F., Pecoskie, J., & Tarulli, L. (2016). In the readers' own words: how user content in the catalog can enhance readers' advisory services. *Reference and User Services Quarterly*, *56*(2), 91-95. | Emotion Genre (e.g., horror, romance, lives and relationships) |

Week 6 October 7-13, 2024 Reading for pleasure Inclusive RA	Wilkinson, S. (2015). Literature review: The impact of reading for pleasure and empowerment. *The Reading Agency.* Woroniak, M. (2014). The danger of a single story. *Reference & User Services Quarterly, 54*(1), 20-23. Dewan, P. (2016). Economic well-being and social justice through pleasure reading. *New Library World, 117*(9/10), 557-567. [Webinar] Spratford, B. (2020). Incorporating EDI Values into Readers' Advisory Service [Worth a Read] Dali, K. (2013). "Ask me what I read": Readers' advisory and immigrant adaptation. *New Library World, 114*(11), 507-526.	Emotion Genre (e.g., horror, romance, lives and relationships)
Week 7 October 14-20, 2024 Reading matters	Hilhorst, S., Lockey, A., & Speight, T. (2018). A society of readers. *Demos.* Dovey, C. (2015). Can reading make you happier? *The New Yorker.* Christiansen, C. E., & Dalsgård, A. L. (2021). The Day We Were Dogs: Mental Vulnerability, Shared Reading, and Moments of Transformation. Ethos, 49(3), 286-307. [Worth a Watch] Kuo, M. (2018) The healing power of reading. [TED Talk] [Worth a Read] Ornat, N. (2018). Reading for your Life: The Impact of Reading and Writing During the Siege of Sarajevo. *Open Information Science, 2*(1), 44-58.	Intellect Genre (e.g., mystery, psychological suspense, science fiction, dystopian)
Week 8 October 21-27, 2024 Reading communities/ Social infrastructure of reading	Rosen, M. (2019). Reading nearby: literary ethnography in a postsocialist city. *Anthropology and Humanism, 44*(1), 70-87. Harder, A., Howard, V., & Sedo, D. R. (2015). Creating cohesive community through shared reading: A case study of One Book Nova Scotia. *Partnership: The Canadian Journal of Library and Information Practice and Research, 10*(1). Ross, C. S. (2018). Shared Reading In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community*: 207-219. Zanchi, D. (2019). Playing for Good: The Public Value of CBC's Canada Reads. *The Journal of Popular Culture, 52*(3), 564-581. [Worth a Read] Fuller, D., & Sedo, D. R. (2014). "And then we went to the brewery": Reading as a social activity in a digital era. *World Literature Today, 88*(3-4), 14-18.	Intellect Genre (e.g., mystery, psychological suspense, science fiction, dystopian)

Week 9 October 28- November 3, 2024 RA and pleasure reading in academic libraries Reading promotion	Dali, K., & McNiff, L. (2020). Reading work as a diversity practice: A differentiated approach to reading promotion in academic libraries in North America. *Journal of Librarianship and Information Science*, 0961000620902247. Dewan, P. (2013). Reading matters in the academic library. *Reference & User Services Quarterly, 52*(4), 309-319. doi:10.5860/rusq.52n4.309 Mikos, I., Horne, B. R., & Weaver, K. D. (2015). Library Display 2.0: Evolving from Monologue to Dialogue. *Library Philosophy and Practice*, 1. Cardoso, K., & Russo, A. (2018). Inviting people in: Participatory displays in the library. *College & Research Libraries News*, *79*(3), 122.	Nonfiction Genre (e.g., memoir, biography, travel, cookbook **Digging Deeper Assignment due November 3, 2024**
Week 10 November 3-10, 2024 Reading organizations	Ross, C. S. (2018). Reading and Therapeutic Practices. In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community*: 221-228. Check out the work of the organizations: - The Reading Agency (https://readingagency.org.uk/) - The Reader (https://www.thereader.org.uk/) - We Love Reading (https://welovereading.org/) - Reflection Point (https://www.reflectionpoint.org/) - Book Club for Inmates (http://www.bookclubsforinmates.com/)	Nonfiction Genre (e.g., memoir, biography, travel, cookbook)
Fall Study Break November 11-17, 2024		
Week 11 November 18-24, 2024 Digital reading	Ross, C. S. (2018). Reading in the digital age. In *Reading Still Matters: What the Research Reveals about Reading, Libraries, and Community*: 38-52. Spjeldnæs, K., & Karlsen, F. (2022). How digital devices transform literary reading: The impact of e-books, audiobooks and online life on reading habits. *new media & society*. Kaakinen, J., Papp-Zipernovszky, O., Werlen, E., Castells, N., Bergamin, P., Baccino, T., & Jacobs, A. M. (2018). Emotional and motivational aspects of digital reading. *Learning to Read in a Digital World*, *17*, 143-166. [Worth a Listen] CBC Sunday Magazine. (2021, December 28). Our reading habits changed with pandemic lockdowns — here's how. [Podcast]	Landscape Genre (e.g., fantasy, historical fiction, western)

| Week 12

November 25-
December 1, 2024

The future of reading | Rothbauer, P. (2019). Libraries can have 3-D printers but they are still about books. *The Conversation.*

Murray, S. (2021). Secret agents: Algorithmic culture, Goodreads and datafication of the contemporary book world. *European Journal of Cultural Studies, 24*(4), 970-989.

Simionato, A., & Donnachie, K. A. (2020). Friday essay: a real-life experiment illuminates the future of books and reading. *The Conversation.*

[Worth a Read] Booknet Canada. (2024). Canadians and their leisure time in 2023: Leisure & Reading study. | Landscape Genre (e.g., fantasy, historical fiction, western)

Engagement with Readers Assignment due December 1, 2024 |

CLASS POLICIES
Attendance
Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

Citation Style
Courses in the Department of Information Science use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or the APA's Frequently Asked Questions about APA.

Statement on Use of AI Tools
Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. Students should also generate their own figures (e.g., graphs, diagrams) rather than using AI generated ones. The use of AI tools can serve as a starting point for exploring a topic, with students expected to uphold academic integrity by appropriately attributing all sources of information (including the AI tool and prompt used) and avoiding plagiarism. By adhering to these guidelines, students contribute to a responsible and effective learning environment that promotes critical thinking and independent inquiry.

Inappropriate use of AI tools, including representing AI-generated written works as your own, is an academic offense equivalent to plagiarism (for more detail, please review Academic Policies on Academic Integrity below) and will be processed in line with the general policy for academic offense in the Faculty of Management.

Late assignments
Assignment requirements, including due dates and submission details, are established and made clear at the beginning of the course and apply equally to every student. Though extensions rarely improve the quality of the work submitted, they are sometimes necessary or very helpful. If you need more time with an assignment, please get in touch with me. Communicating this need clearly and early is important.

Missed or Late Academic Requirements due to Student Absence:
Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

DIS GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

ACADEMIC INTEGRITY

In general:
The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Academic Dishonesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:
If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

ACCESSIBILITY
The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice

process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

RECOGNITION OF MI'KMAQ TERRITORY
Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).