

**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL
REPORT NUMBER 14 OF THE ACADEMIC AFFAIRS COMMITTEE**

NOVEMBER 18, 2015

To the Campus Council,
University of Toronto Mississauga

Your Committee reports that it held a meeting on November 18, 2015 at 4:10 p.m. in the Council Chambers, William G. Davis Building, at which the following were present:

Professor Judith Poë, Chair
Professor Angela Lange, Vice-Chair
Professor Ulli Krull, Acting Vice-President &
Principal
Professor Amy Mullin, Vice-Principal Academic
and Dean
Professor Bryan Stewart, Vice-Principal,
Research
Dr. Kelly Akers
Ms Nour Alideeb
Ms Sarah Amjad
Professor Gordon Anderson
Professor Lee Bailey
Dr. Liza Blake
Ms Diane Crocker, Registrar
Professor Charles Elkabas
Ms Elaine Goettler
Professor Stuart Kamenetsky
Ms Vanessa Kattar
Professor Bernard Katz
Professor Anna Korteweg
Professor Heather Miller
Mr. Amir Moazzami
Professor Emmanuel Nikiema
Professor Andrea Olive
Dr. Christoph Richter
Professor Manfred Schneider
Professor Joan Simalchik
Professor Alison Syme
Mr. Glenn Thompson
Professor Alan Walks
Mr. Ian Whyte
Professor Anthony Wensley

Dr. Liye Xie
Dr. Daniel Zingaro

Non-Voting Assessors:

Ms Jessica Eylon, Program and Curriculum
Officer
Mr. Mark Overton, Dean of Student Affairs

Regrets:

Professor Tracey Bowen
Professor Ron Buliung
Professor Norm Farb
Dr. Sanja Hinic-Frlog
Professor Claudiu Gradinaru
Dr. Nathan Innocente
Professor Yael Karshon
Mr. Sheldon Leiba
Ms Alice Li
Mr. Leonard Lyn
Professor Kent Moore
Ms Stacey Paiva
Mr. Ryan Persaud
Professor Brian Price
Ms Laura Sedra
Professor Holger Syme
Professor Sergio Tenenbaum
Professor Mihkel Tombak
Professor Rebecca Wittman
Professor Xiaodong Zhu

In Attendance:

Professor Len Brooks, Director, MMPA
Professor Alberto Galasso, Program Director, IMI
Professor Hugh Gunz, Director, IMI

Secretariat:

Ms Cindy Ferencz Hammond, Director of Governance, Assistant Secretary of the Governing Council
Ms Mariam Ali, Committee Secretary

1. Chair's Remarks

The Chair welcomed members to the meeting and asked for members to communicate important topics discussed at this Committee back to their constituencies and departments. The Chair informed the Committee that Mr. Louis Charpentier, Secretary of the Governing Council, would be retiring at the end of the year. She noted that Mr. Charpentier had been especially instrumental in laying the foundation for the new governance structure at UTM and UTSC and in the last two years had provided much information about governance that helped to make a success of this new structure. On behalf of the Academic Affairs Committee, the Chair thanked Mr. Charpentier for his contributions. The Chair also noted that Professor Mullin, Vice-Principal, Academic and Dean would complete her term on December 31, 2015 and thanked her for her many contributions to this Committee.

2. Challenges and Best Practices in Academic Integrity: Presentation by Ms Lucy Gaspini, Manager, Academic Integrity, Ms Nour Alideeb, Vice-President University Affairs & Academics, UTMSU and Dr. Tyler Evans-Tokaryk, Acting Director of Teaching Support, RGASC

The Chair advised members that Ms Nour Alideeb, Vice-President University Affairs & Academics, UTMSU and Dr. Tyler Evans-Tokaryk, Acting Director of Teaching Support, RGASC had been invited to present on the Challenges and Best Practices in Academic Integrity. The presentation included the following key points¹:

- The challenges of academic integrity include operating in a complicated context, with changing technologies and a culture which promotes the editing and integration of copyrighted materials into remixed, seemingly new ideas;
- There are many efforts made towards the education of students as well as instructors on *The Code*, to help instructors develop strategies for prevention of academic offenses and students on avoiding accidental plagiarism;
- Many students were aware of reactionary resources, but not as aware of resources that would assist in prevention of academic offenses;
- Ms Gaspini noted the recent initiatives by the Office of the Dean, Academic Integrity division included orientation sessions, clear exam bags, new videos housed on the Academic Integrity website which outlined “What to Expect” and “Scenarios and Sanctions”, poster contest and the website listed many resources for students and faculty;
- Dr. Evans Tokaryk outlined the recent initiatives by the RGASC included online tutorials which could be integrated into any Blackboard course site, video content on “Avoiding Plagiarism”, customized RGASC workshops for courses, individual consultations with students as well as faculty for assignment design;
- Ms Alideeb informed members on the recent initiatives by the UTMSU, which included the UTMSU mobile app with a section on Academic Advocacy, links to academic resources, video blogs that spoke on academic policies to increase awareness, as well as an interactive game which translated the legalistic language of the Code into different scenarios;

¹ A copy of the Academic Integrity presentation is attached as Attachment A.

- Ms Alideeb noted that future goals of the UTMSU included helping students to better understand The Code, diversifying outreach methods to increase conversations around academic integrity as well as UTMSU initiatives, and increase collaborations with the RGASC and Office of the Dean.

Members discussed the importance of academic integrity and the value in increasing awareness of these initiatives, especially for first year students. Also discussed were the various ways in which instructors could access resources regarding academic integrity for their own assignments and course materials.

3. Minor Undergraduate Curriculum Changes: Humanities, Sciences and Social Sciences

The Chair invited Professor Mullin to speak to the item. Professor Mullin first explained the process by which curriculum reports and changes arrive to the Academic Affairs Committee. The Decanal divisional curriculum committees of Humanities, Social Sciences, and Sciences met in September and October. Each curriculum committee was appointed a Committee-Chair by the Vice-Principal Academic and Dean. Each academic unit whose curricular changes were discussed by the committee was represented by the unit's chair or director, or designate, including the unit's undergraduate advisor. Representatives from the Office of the Registrar attended as did the Program and Curriculum Officer from the Office of the Dean. Consultation with students occurred at the level of the academic unit. Professor Mullin thanked the curriculum committees, specifically the chairs: Professor Paula Maurutto (Social Sciences), Dr. Monika Havelka (Sciences) and Professor Charles Elkabas (Humanities), for their hard work and careful attention to detail in leading the work of the curriculum committees. Professor Mullin also thanked Yen Du, the Office of the Dean's Program and Curriculum Officer for her many contributions to the process.

Professor Mullin explained that the Curriculum Reports were comprised of Major and Minor curriculum changes. In the context of the University of Toronto Quality Assurance Process (UTQAP), Major changes involved new programs (Minors, Majors, and Specialists), closure of programs, major modifications to existing programs, the creation of transcript notations, and certificates. The remainder of the curricular changes would have significant positive impact on a cumulative basis, but were considered Minor changes in the context of the UTQAP. Professor Mullin indicated that resource implications for various course changes and new course additions were noted in the curriculum reports and were discussed and approved by the Office of the Dean. New courses that did not require resources would be taught by existing or new faculty. All library resources were discussed and approved by the Hazel McCallion Academic Learning Centre (HMALC).

The Chair clarified for members that the new courses would be offered based on demand for each course, and that though these were approved they would not necessarily all be running simultaneously. Professor Mullin added that courses would run based on faculty availability, room availability, and enrollment levels in a unit's other courses and asked for increased flexibility in scheduling especially due to space constraints. Ms Diane Crocker, Registrar, noted that their office had identified departments that could improve their teaching schedules and was in the process of working with these departments to offer more robust schedules for students.

Professor Mullin advised that the Humanities Curriculum Committee reviewed a number of minor programmatic changes, as well as new courses that would capture the interests and strengths of existing faculty and new hires in various departments, and the need to provide units with more flexibility in determining course offerings based on teaching availability of faculty. In response to a member's question, Professor Mullin advised that all departments were instructed to consult with students in regards to curriculum changes.

Professor Mullin informed members that notable changes from the Sciences Divisional Curriculum Committee report included the addition of half courses, 29 program requirement changes and enrolment

criteria changes to 5 programs, as well as general course changes. Program requirement changes had come from all Science departments and served to increase course options and flexibility for students. A member of the Science Curriculum Committee noted that each proposal had been considered very carefully, with much thought put towards the advantages and disadvantages of each.

Professor Mullin described the changes proposed by the Social Sciences Divisional Curriculum Committee consisted of minor changes that affected 25 programs, including 2 minor, 5 major and 18 specialist programs. The Sociology Department would introduce new enrolment criteria to their Sociology Specialist, Major, and Minor programs as well as their Criminology and Sociolegal Studies Specialist and Major programs. These changes were in response to a recent review and mapping of their curriculum and designed to streamline their programs. In addition, to better reflect and clarify program content for students, the Criminology and Sociolegal Studies programs would be renamed Criminology, Law and Society. Other program changes involved updates to course requirements and total number of required credits. A member commented positively on the name change to Criminology, Law and Society and felt it would better reflect the work of the program. Professor Korteweg, Chair, Sociology, echoed those comments and added that it would also better prepare students who wished to pursue further education in the field.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Humanities undergraduate curriculum changes for the 2016-17 academic year, as detailed in the respective curriculum reports, be approved.

THAT the proposed Sciences undergraduate curriculum changes for the 2016-17 academic year, as detailed in the respective curriculum reports, be approved.

THAT the proposed Social Sciences undergraduate curriculum changes for the 2016-17 academic year, as detailed in the respective curriculum reports, be approved.

4. Minor Modification: Masters of Management & Professional Accounting (MMPA) GMAT Waiver

The Chair informed members that the Committee was responsible for major and minor modifications to existing programs and has responsibility for approving amendments to admission policies that are not of major significance to the entire Campus. She then invited Professor Len Brooks, Director, Masters of Management & Professional Accounting (MMPA), to present this item. Professor Brooks reminded members that within the MMPA Program, three streams were available for program completion, the standard 27-month stream and two advanced standing streams (24-months and 12-months) for outstanding applicants that entered the program with some undergraduate business courses already completed. The proposed change was to offer an exemption to the Graduate Management Admission Test (GMAT) requirement for applicants that have graduated from the University of Toronto (UofT) under certain circumstances. Professor Brooks noted that these applicants had demonstrated the aptitude necessary to do well in any of the three MMPA Program streams and there would be no benefit to the student or Program to require a GMAT score for admission. He added however, due to less familiarity of curriculum, programming, and standards at other institutions, the MMPA Program will continue to maintain the GMAT requirement for non-UofT applicants and for those UofT graduates with less than a 3.5 CGPA. Professor Brooks noted that during the recent 2014-2015 admission cycle, applicants to the 12-month advanced standing option stream who had completed a prescribed set of seventeen

undergraduate business or accounting courses at UofT were granted exemption from the GMAT test. In addition, the Rotman School of Management's Master of Finance (MFin) Program offers an exemption for UofT graduates with high distinction, and their new Graduate Diploma in Professional Accounting does not require the GMAT for any applicants.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed changes in the admissions requirements for the Masters of Management & Professional Accounting (MMPA) Program, offered by the Institute for Management and Innovation (IMI), recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated September 17, 2015, be approved, effective on December 1, 2015.

5. Minor Modification: Change in Calendar Description of UTM Language Citation Program

The Chair invited Professor Emmanuel Nikiema, Chair, Language Studies to present the item. Professor Nikiema. Professor Nikiema advised members that the Department of Language Studies, currently offered a Language Citation Program which allowed students who completed the stated language course requirements and performed well in their courses, the opportunity to have this accomplishment recognized on their official academic transcript. The current Language Citation Program description in the UTM Academic Calendar implies that eligibility for this transcript notation was only available to degree students and non-degree students that have had previous language background or training. In addition, traditionally students have not been assessed by the Department of Language Studies for completion of the Language Citation Program requirements until the time of graduation, implying exclusivity to degree students only. The proposed description changes to the calendar entry for the Language Citation Program would clarify that all students, degree and non-degree, including those with no previous language background or training, were eligible to earn this transcript notation. Professor Nikiema informed members that the faculty and staff in the Language Studies Department, cognate departments at the St. George and Scarborough campuses, as well as representatives from the UTM Office of the Registrar were consulted during the development of this proposal.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed changes in the calendar description of UTM Language Citation Program, recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated August 21, 2015, be approved, effective on May 1, 2016.

6. Minor Modification: Master of Biotechnology Program (Mbiotech) Course Change

The Chair invited Professor Hugh Gunz, Director, IMI to present this item. Professor Gunz noted that in a continuing effort to provide the best support for their students, the Mbiotech Program proposed a modification to the classification of their existing BTC2000H course, *Effective Management Practices*, from a "regular" course to an "extended" course. He clarified for members the distinction between the two classifications. "Regular" graduate courses would begin and end within the stated sessional dates set by the School of Graduate Studies (SGS). "Extended" courses allow courses to begin in one academic

session and then partially continue into another; essentially running without a standard end date. Extended courses receive a special notation in the SGS Calendar to alert students of the special nature of the course. Professor Gunz noted that for MBIotech's BTC2000H course ran over two academic sessions as there was an introduction to course material followed by group work. By classifying a course as "extended", this would more accurately reflect the expectations of the course in the SGS Calendar and allow for the MBIotech Program and SGS to more effectively administer the course as standard deadlines for submission of course work and grades would not apply to an extended course.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the classification of Effective Management Practices (BTC2000) from a "regular" to an "extended" course, as proposed by the Master of Biotechnology Program, offered by the Institute for Management and Innovation (IMI), recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated September 11, 2015, be approved, effective on May 1, 2016.

7. Minor Modification: Masters of Management and Innovation (MMI) Course Change

The Chair invited Professor Alberto Galasso, Program Director, IMI to present this item. Professor Galasso informed members that the MMI Program is proposing a change in the delivery of their existing MMI1100H, *Group Project*, course from a hybrid research project-practical experience final capstone course to a full-term internship placement. To facilitate this change, MMI proposed two additional minor modifications to the course; first, a name change to MMI Internship; and second, a change to the evaluation method (from letter grades to CR/ NCR standing). The proposed change would bring the MMI Program and the MMI1100H course more in line with the other graduate professional programs offered through IMI. These programs all offered either a final term co-op or internship placement course for their students, evaluated under the CR/ NCR method. Professor Galasso noted that in providing a full-term internship placement for students, the MMI Program would be able to offer their students valuable practical working experience to help students bridge the gap between their science and engineering backgrounds, and their goal of working in industry at the completion of their studies. To aid in this, MMI has recently added a Placement and Employer Relations Officer to their student support team who would be the administrative coordinator for the MMI Internship. He noted that current MMI students will be able to participate in either the new internship format of the course or opt to complete the existing research project-practical experience course format. New incoming students will all complete the course as an internship placement. Professor Galasso added that consultation was done with current MMI students who were unanimously in support of the proposed changes. This proposal was also reviewed and approved by the IMI Curriculum Committee on October 5, 2015.

A member asked whether non-profits and government options were also considered for internship opportunities, to which Professor Galasso noted they were. In response to a member's questions regarding no change to resource implications, Professor Galasso noted that due to reduction in the marketing efforts and increased class sizes the addition of the Employment Officer would not impact the current budget.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the course changes for *Group Project* (MMI1100H) proposed by the Master of Management of Innovation (MMI) Program, offered by the Institute for Management and Innovation (IMI), recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated October 7, 2015, be approved, effective on January 1, 2016.

8. Other Business

The Chair invited members to a special information session on ancillary and student services budget development at UTM. She noted the session would be held on Thursday, November 26, 2015, at 3:00 p.m. in Rm. 2213, Kaneff Centre.

9. Assessors' Report

Professor Mullin thanked the members of the Committee for their contributions to governance and introduced Professor Kelly Hannah-Moffatt, who would be Interim Vice-Principal, Academic and Dean from January 1, 2015 to April 30, 2015. Professor Michael Lettieri would take on the role of Interim Vice-Dean Undergraduate during this time.

Professor Mullin advised members that the External Reviewers for the UTM Self Study had been on campus from November 2 – November 4, 2015. The draft report would be made available in February and an administrative response would be prepared by the Provost, after which consultation would take place with members of the UTM Community.

Professor Mullin informed members of a number of disruptions that had taken place during lectures at UTM. She noted the individuals had been identified and had been trespassed off the three campuses. Professor Mullin noted that these disruptions were undertaken for the sake of notoriety and for commercial gain, the videos had been removed and she reminded members that no individual had the right to videotape without permission or attend a class they were not registered in. She added that in some cases the communication had not been sent to sessional instructors and that the listservs were being updated so that important information was not missed by any faculty.

CONSENT AGENDA

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

THAT the consent agenda be adopted and that Item 10 - Report of the Previous Meeting, be approved.

10. Report of the Previous Meeting: Report 13 – September 17, 2015

11. Business Arising from the Report of the Previous Meeting

There was no business arising from the report of the previous meeting.

12. Date of the Next Meeting – Wednesday, January 6, 2016 at 4:10 p.m.

The meeting adjourned at 5:50 p.m.

Secretary
December 3, 2015

Chair

Academic Integrity: Challenges and Best Practices

Academic Affairs Committee
November 18, 2015

Lucy Gaspini (Office of the Dean)
Tyler Evans-Tokaryk (RGASC)
Nour Alideeb (UTMSU)

CHALLENGES

Complicated Context

- Globalization
- Remix culture
- Changing Technologies

More Education

- Educating students about *The Code*
- Helping students & instructors understand the process from detection to resolution of allegations of academic offenses
- Educating instructors about strategies for preventing academic offenses
- Educating students about strategies for avoiding accidental plagiarism

Detection

- New technologies
- Private “tutors”
- Essay mills and other online tools

More Resources

- Academic
- Wellbeing

Lucy Gaspini, Manager, Academic Integrity & Affairs

RECENT INITIATIVES FROM THE OFFICE OF THE DEAN



Code of Behaviour on Academic Matters

Academic Integrity and Discipline

Orientation Sessions

Lucy Gaspini, Manager, Academic Integrity & Affairs
Lisa Devereaux, Academic Integrity Assistant
Office of the Dean



EXAMS



NOTICE



Bag Your Electronic Devices

Bringing an electronic device to the exam?

Clear, sealable, plastic bags are being provided for all electronic devices with storage, including but not limited to: cell phones, tablets, laptops, calculators, and MP3 players. Please turn off all devices, seal them in the bag provided, and place the bag under your desk for the duration of the examination. You will not be able to touch the bag or its contents until the exam is over.

If, during an exam, any of these items are found on your person or in the area of your desk other than in the clear, sealable, plastic bag, you may be charged with an academic offence. A typical penalty for an academic offence may cause you to fail the course.

Derived from Brock University

SUSPECTED OF COMMITTING AN ACADEMIC OFFENCE?

WHAT TO EXPECT

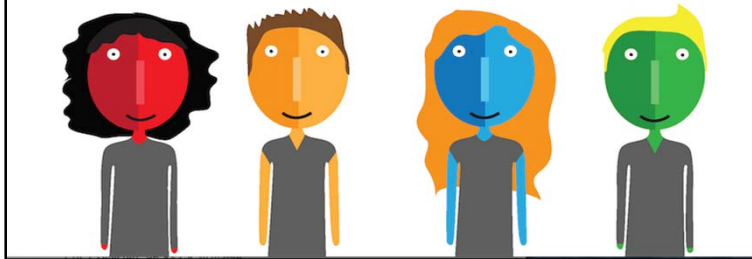
PRESENTED BY THE OFFICE OF THE DEAN



ACADEMIC INTEGRITY AT UTM

SCENARIOS AND SANCTIONS

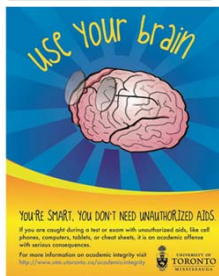
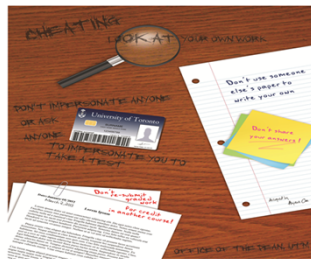
PRESENTED BY THE OFFICE OF THE DEAN



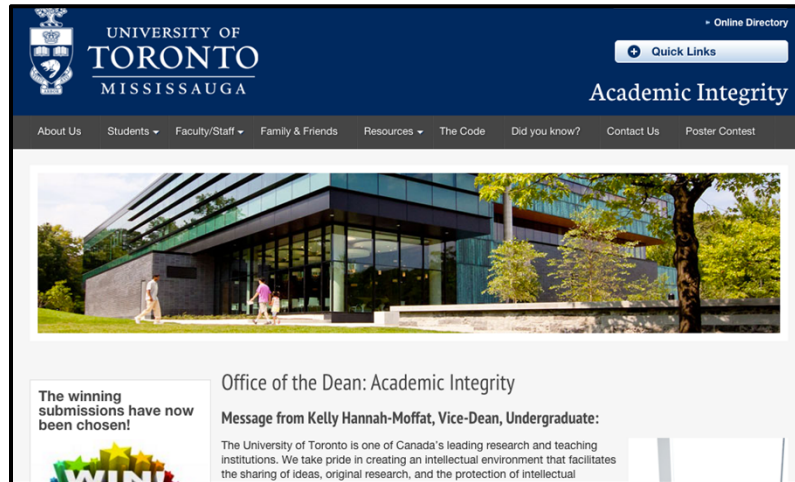
Third Place (x2)

Second Place (x2)

First Place (x1)



UTM's Academic Integrity Website



<https://www.utm.utoronto.ca/academicintegrity/>

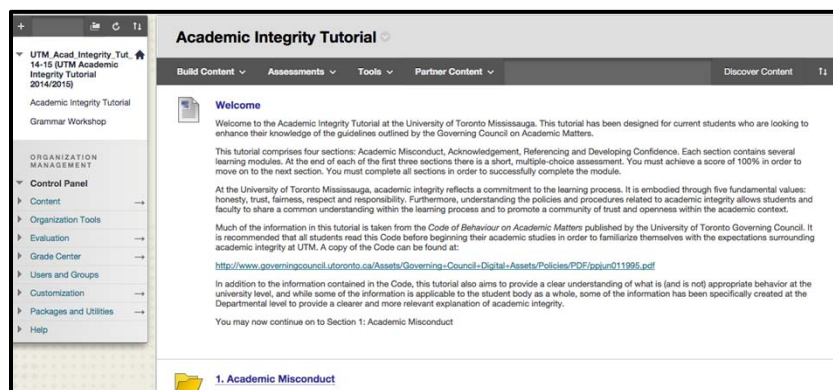
Resources for Students & Faculty

- **The Code of Behaviour on Academic Matters**
<http://www.governingcouncil.utoronto.ca/policies/behaviour.htm>
- **Academic Integrity: Office of the Dean Website**
<https://www.utm.utoronto.ca/academicintegrity/>
- **Turnitin.com** www.turnitin.com
- **Margaret Procter's "How not to plagiarize"**
<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>
- **Student's Rights & Responsibilities Series**
http://www.utoronto.ca/academicintegrity/Academic_integrity.pdf

Tyler Evans-Tokaryk, Acting Director Teaching Support, RGASC

RECENT INITIATIVES FROM THE RGASC

The “Academic Integrity” Online Tutorial



Can be integrated into any course Blackboard site

The “Academic Integrity” Online Tutorial

- Based on the *Code of Behaviour on Academic Matters*
- Focuses on:
 - **Academic Misconduct** (Plagiarism, Collusion, Fabrication, Cheating, Personation, Deception)
 - **Acknowledgement** (Paraphrasing, Quoting, Summarizing, Plagiarism Detection Tools)
 - **Referencing** (Specific Citation Styles)
- Currently used in 8 courses

The “Academic Integrity” Online Tutorial

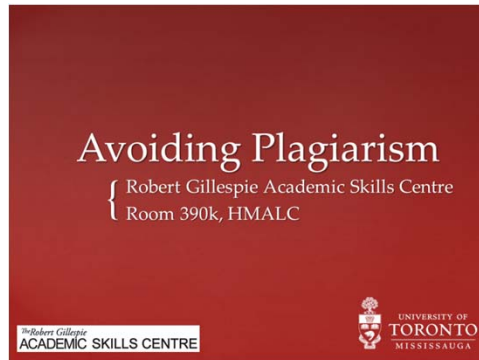
The screenshot displays a digital assessment interface. At the top, it shows 'QUESTION 4' with a '10 points' indicator and a 'Save Answer' button. The question text asks what to do about an assignment with too many references. Below the question are four radio button options: 1) Integrate quotations, paraphrases, and summaries with your own words and use different reporting verbs to introduce your sources. 2) Take out some citations if they are a distraction from the points you make and so it looks as though you have written more. 3) Leave it as it is and hope that the professor doesn't notice that it is overcrowded. 4) Put in more of your own ideas and opinions, without backing them up with any sources.

Below this is 'QUESTION 5', also worth '10 points' with a 'Save Answer' button. The question asks which of the following constitute plagiarism. It lists four radio button options: 1) When you use an idea from a source and change a few words and include a citation to the source. 2) When you provide one or two sentences in your own words, condensing the main point made by a source. 3) When you write something directly from a book or article and then include a citation to the source. 4) When you express in your own words the ideas of what an author has said and include a citation to the source.

At the bottom of the interface, there is a note: 'Click Save and Submit to save and submit. Click Save All Answers to save all answers.' and two buttons: 'Save All Answers' and 'Save and Submit'.

Each of the three main modules includes a test.

“Avoiding Plagiarism” Video



- 9 minutes long
- Highlights aspects of *Code*
- Available on the RGASC's YouTube Channel (RGASC UTM) or at <https://www.youtube.com/watch?v=fi-cLJkANP8>

Customized RGASC Workshops

- 50 minutes
- Interactive (spot the “inappropriate use of sources”)
- Teaches the *Code*, different kinds of plagiarism, **and** effective strategies for integrating source material
- Concludes with exercise or quiz
- Presented in dozens of courses each year

Is this Plagiarism?

Passage from Original Source: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate.

Student's Use of Source: Another scholar argues that the first technology was the primitive mode of communication used by our prehistoric ancestors before the development of formal spoken language. He suggests body language, gestures, sounds and other signs were methods used to communicate and educate (Frick 88).

Plagiarism: Failure to Quote

Passage from Original Source: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate.

Student's Use of Source: Another scholar argues that the first technology was the primitive mode of communication used by our prehistoric ancestors before the development of formal spoken language. He suggests body language, gestures, sounds and other signs were methods used to communicate and educate (Frick 88).

“Appropriate Source Use” Quiz

ENG140Y: Plagiarism and Appropriate Source Use Quiz

You have 15 minutes (until the end of class) to complete this quiz. Remember, this quiz is testing your ability to use the information presented in the preceding lecture. It is worth 5% of your final grade.

Part One Instructions: This part of the quiz contains 8 questions based on a passage from an article about Mary Shelley's novel *Frankenstein*. Read the passage carefully and then consider the samples of student writing that follow. Determine whether each piece of student writing a) contains plagiarism or b) includes an appropriate use of the source. Answer each question by shading in the correct response on your ScanTron sheet.

Original Source: “Thus, even while it wanders across the Alps, to the northern islands of Scotland, to the frozen wastes of the Arctic, *Frankenstein* is a claustrophobic novel. It presents us not with the landscape of the world but of a single mind, and its extraordinary power, despite its grotesqueness and the awkwardness of so much of its prose, resides in its mythic exploration of that mind, and of the consequences of its choices, the mysteries of its impulses. Strangely, the only figure who stands outside of that mind is Walton, who is nevertheless another “double” of Frankenstein. Walton provides the frame which allows us to glimpse Frankenstein's story. He is the “wedding guest,” who can hear the story only because he is so similar to Frankenstein, and who can engage us because while he is outside the story he is still, like us, implicated in it. He is the link between our world and Frankenstein's.” (Levine 21)
--Levine, George. “*Frankenstein* and the Tradition of Realism.” *Novel: A Forum on Fiction*. 7.1 (Autumn, 1973): 14-30. Print.

1) **Student's Essay:** George Levine overlooks the importance of the relationship between the narrative frame and the consciousness of its different storytellers when he argues that “*Frankenstein* is a claustrophobic novel” because it “presents us not with the landscape of the world but of a single mind” (21). The landscape to which Levine refers is most certainly not the product of Shelley's “mythic exploration of that mind” (21); instead, it is the product of diverse voices engaged in a complex dialogue about, among other issues, progress.

- a) contains plagiarism b) does not contain plagiarism

2) **Student's Essay:** The vast geography of Shelley's novel stands in ironic contrast to the very limited, almost claustrophobic, effect of that one character's mind that dominates the text. Indeed, even though the setting extends from the Swiss Alps to northern Scotland and even the far reaches of the Arctic, the landscape really is one created by the singular mind of Walton. As George Levine argues, this claustrophobia

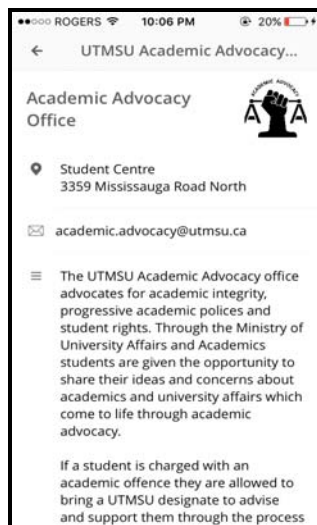
Other Forms of RGASC Support

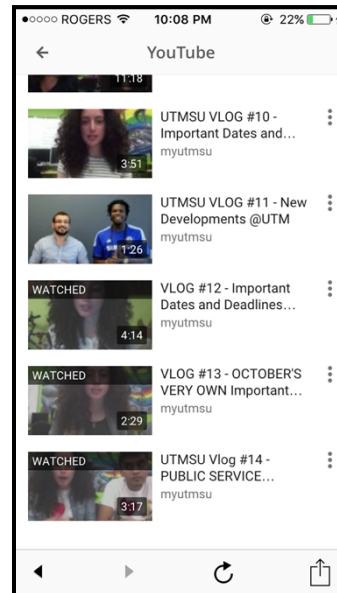
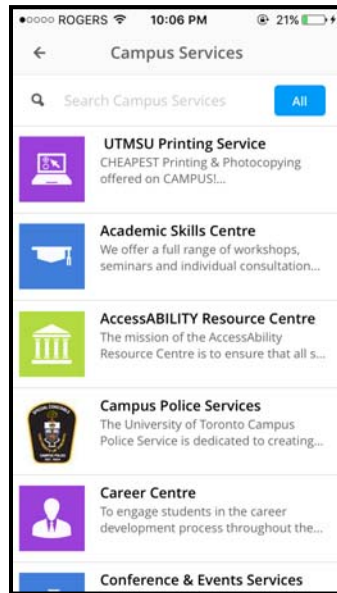
- Face-to-face consultations with students
- Faculty consultations on assignment design
- Workshops for UTMSU's Academic Advocacy Week, ACE, HeadStart, utmONE, and Academic Societies
- TA Training (for tutorials / labs on academic integrity)
- Resource development for TAs and faculty

Nour Alideeb, Vice President University Affairs & Academics, UTMSU

RECENT INITIATIVES FROM THE UTMSU

Identifying Resources & Increasing Accessibility





2. You have a lab report due where you have to analyze and compute your calculations, you realize that you have evidence that does not justify your initial hypothesis, so you:

- A:** Alter your results to support your hypothesis
- B:** Reuse your initial assumption to be in favor of the new found data
- C:** Maintain your results but also insert false data that more strongly justifies your initial conclusion
- D:** State the raw data and explain how you were incorrect in your initial assumption

Answer:

D: State the raw data and explain how you were incorrect in your initial assumption

Always be honest in your data results and conclusions. This violates the academic code of integrity in scholarly work. If academics falsified their research, we would not be where we are today. Providing accurate data is part of the scholarship process and helps us learn from our mistakes. By explaining where and how you went wrong, you could potentially impress your professor.

Academic Integrity means acknowledging the ethical principles of academics. It values the honest submission of work and respect for all external sources.

This includes:

- Acknowledging credit where it belongs
- Protecting your research and academic publishes
- Individual completion of academic work
- Notifying others when misconduct is evident
- Submitting unaltered research
- Refusing unauthorized assistance
- Many more.

Please help protect the value of your degree by keeping academic integrity in mind!

Still not certain about what constitutes an academic offence? Think you may have committed an academic offence? Are you being accused of an academic offence?

We here to help! UTMCSI cares about YOU!

Contact Us:
academic_integrity@utmsu.ca
tgsu@utmsu.ca
(905) 276-4636
3359 Midland Ave. #6
Student Centre, Rm 100
Mississauga, ON L5L 1C6



<https://www.youtube.com/watch?v=tqQzuo9GqEM>

Making Academic Integrity Fun





Future Goals of the Union

- Help students understand legal language of *The Code*
- Diversify outreach methods and continue to have conversations about Academic Integrity
- Collaborate with RGASC to ensure students are provided with adequate training
- Raise awareness about services the UTMSU provides
- Work with the Dean's Office to minimize duplication

Questions / Comments?



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