

COURSE OUTLINE

SOWK 440H

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the *xʷməθkʷəy̓əm* (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA

School Vision

Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.

Course Info

Year/Term	Summer 2021, Term 1: May 10–June 16, 2021
Course Title	SOWK 440H (921), Social Work and the Law
Credit Value	3
Course Schedule	Mondays & Wednesdays, 5:30-8:30pm
Course Location	Online

Instructor	Office Location	Office Phone	Email address
Simon Davis, MSW, PhD		604-877-0340	simon.davis@ubc.ca
Office Hours	Please email instructor with any questions/concerns		

About the Instructor

Simon Davis is an adjunct professor at the UBC School of Social Work and an instructor at the Douglas College Post-Degree Program in Psychosocial Rehabilitation. He holds an MSW from UBC and a PhD in criminology from Simon Fraser University. His professional career has been as a clinician, researcher and administrator in the field of mental health and addictions. At the School he has taught courses in mental health (450 and 525), legal issues (440H) and research methods (320, 553, 554C and 570Z).

Prerequisite

There are no pre- or co-requisites for this course.

Course Description

This course provides an introduction to Canadian and British Columbia Law as it intersects with the practice of Social Work. We will exam some of the many critical perspectives on law, the legal system and the legal processes that interact with our professional practice. Students will critically examine the interaction of ethics, laws, the culture of law, and the culture of social work. Since this course is an introduction to these concepts, only a few areas of law will be examined. These will include freedom of information; human rights; criminal and youth justice; drug laws; child welfare; mental health; disability; health care consent, and adult guardianship.

Course Structure and Learning Activities

Format of the course: online lectures. Because of the switch to online from in-class some adjustments are still being made – for example guest speakers - **this outline is subject to change**.

Accessing SOWK 440H lectures on Zoom

Course lectures will be delivered and recorded on **Zoom** at the Canvas course site. Note that this is a change, effective Summer 2021 – prior to this lectures were delivered on Ultra.

There is a link to Zoom on the left side of the course homepage, which will take you to the scheduled lectures. Lectures are recorded for later playback.

Learning Outcomes

At the completion of this course students will:

- Be able to apply a critical lens to the impact of legislation on affected client groups and the practice of social work, and how the law may differentially impact disadvantaged segments of the population.
 - Understand the influence of the Charter of Rights on social policy-making in Canada.
 - Be able to apply an ethical decision-making analysis in considering complex client scenarios.
 - Gain an understanding of key provisions of federal and provincial laws that inform social work practice in BC.
 - Understand the legal and ethical obligations of social workers, and attendant practice dilemmas.
 - Understand the role of players in the Canadian justice system, including prosecutors and the police.
 - Understand our responses to crime, the rationale for “punishment,” and alternative restorative justice approaches.
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Required Textbooks(s) and Learning Materials

Required text: Regehr, C., Kanani, K., McFadden, J. and Saini, M. (2016). *Essential Law for Social Work Practice in Canada. 3rd. Edition.* Toronto: Oxford University Press.

Links to other readings and resources will be given at the course Canvas website, and through hyperlinks on the course outline.

Assessment of Learning

- Term paper: 45%, due on last class, June 16
- Final exam: 45%, 5:30-8:30pm, June 16
- Class participation: 10%

More details in “Assignments.”

Course Schedule

(Note that this is subject to change; updates will be announced in class and by email.)

CLASS 1	May 10, 2021
TOPIC:	<ul style="list-style-type: none"> • Course introduction & overview • Brief introduction to the law, the <i>Charter of Rights</i>, and Canadian legal systems. • Professional and ethical obligations and duties. • Freedom of information and protection of privacy.
READINGS:	<p>Required readings:</p> <ul style="list-style-type: none"> • Course text (Regehr) Ch. 1, pp. 1-8, Ch. 6, pp. 149-152, and Ch. 12. <p>Other resources (Click on hyperlink to access material):</p> <ul style="list-style-type: none"> • Article on the s. 1 limitations to the <i>Charter of Rights</i> and the <i>Oakes</i> test: http://ojen.ca/wp-content/uploads/In-Brief_STUDENT_Section-1-and-Oakes_0.pdf • CASW Code of Ethics: https://casw-acts.ca/en/what-social-work/casw-code-ethics/code-ethics • Young, J. and Everett, B. (2018). When patients choose to live at risk: What is an ethical approach to intervention? https://bcmj.org/sites/default/files/public/BCMJ_Vol60_No6_living_at_risk.pdf • BC <i>Freedom of Information & Protection of Privacy Act</i>: http://www.bclaws.ca/Recon/document/ID/freeside/96165_07 • Guide to the BC Mental Health Act: see pp. 119-125 re information sharing: http://www.health.gov.bc.ca/library/publications/year/2005/MentalHealthGuide.pdf • Vancouver Coastal Health policies: http://www.vch.ca/about-us/accountability/policies
CLASS 2	May 12, 2021
TOPIC:	Mental health law, Part 1: Involuntary hospitalization and treatment
READINGS:	<p>Required readings:</p> <ul style="list-style-type: none"> • Course text (Regehr) Ch. 7, pp. 161-172. <p>Other resources:</p> <ul style="list-style-type: none"> • <u>A report from the Community Legal Assistance Society of BC on the loss of freedoms experienced by persons being held under the BC Mental Health Act:</u> https://d3n8a8pro7vhmx.cloudfront.net/clastest/pages/1794/attachments/original/1527278723/CLAS_Operating_in_Darkness_November_2017.pdf?1527278723

	<ul style="list-style-type: none"> • Medical assistance in death • <u>Guest speaker</u>: Julia Gill, clinical ethicist, Vancouver Coastal Health.
READINGS:	<p>Required readings:</p> <ul style="list-style-type: none"> • Course text (Regehr) Ch. 6. • Report on whether mentally ill paper should have access to MAID: https://nationalpost.com/news/medical-aid-in-dying-should-be-extended-to-people-with-mental-illness-report-says • Editorial by psychiatrist arguing against the use of MAID with the mentally ill: https://www.cbc.ca/news/opinion/opinion-assisted-dying-maid-legislation-mental-health-1.5452676 • Recent editorial on concerns with expanding MAID criteria (Bill C-7): Trudeau government should rethink its flawed changes to assisted dying The Star <p>Other resources:</p> <ul style="list-style-type: none"> • BC Government document on advance care planning: http://www.health.gov.bc.ca/library/publications/year/2013/MyVoice-AdvanceCarePlanningGuide.pdf • Article on transgender court case concerning a minor's right to undergo hormone therapy: https://nationalpost.com/news/b-c-s-top-court-to-hear-fathers-case-against-totalitarian-interference-in-childs-gender-transition • Article on penalties for breaking public health laws related to quarantine/epidemic in Canada: https://www.msn.com/en-ca/news/other/these-are-the-penalties-for-breaking-covid-19-laws-in-canada/ss-BB12WrkB?ocid=spartanntp#image=10
	May 24, 2021: No class; stat holiday
CLASS 5	May 26, 2021
TOPIC:	<ul style="list-style-type: none"> • Laws concerning vulnerable adults, Part 2: Adult guardianship • <u>Guest speaker</u>: Amanda Brown, RSW, Director, Re:Act Adult Protection Program, Vancouver Coastal Health.
READINGS:	<p>Required readings:</p> <ul style="list-style-type: none"> • Marshall, J. et al. (2017). Protection of the vulnerable older adult: A review of the legislation, relevant case law, and common clinical practice. <i>B. C. Medical Journal</i>, 59(7), 356-361. https://www.bcmj.org/articles/protection-vulnerable-older-adult-review-legislation-relevant-case-law-and-common-clinical <p>Other resources:</p> <ul style="list-style-type: none"> • A Guide to the Certificate of Incapability Process Under the Adult Guardianship Act (Public Guardian & Trustee, 2016): http://www.trustee.bc.ca/reports-and-publications/Documents/A%20Guide%20to%20the%20Certificate%20of%20Incapacity%20Process%20under%20the%20Adult%20Guardianship%20Act.pdf

CLASS 6	May 31, 2021
TOPIC:	Human rights law
READINGS:	<p>Required reading:</p> <ul style="list-style-type: none"> • Course text (Regehr) Ch. 2 <p>Other resources:</p> <ul style="list-style-type: none"> • A report from the Mental Health Commission of Canada on structural stigma (Livingston, 2013): https://www.mentalhealthcommission.ca/sites/default/files/MHCC_OpeningMinds_MentalIllness-RelatedStructuralStigmaReport_ENG_0_0.pdf • Convention on the Rights of Persons with Disabilities (2006) from the UN website: https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html • News release (2018): “Canada accedes to the Optional Protocol to the United Nations Convention on the Rights of Persons with Disabilities.” https://www.newswire.ca/news-releases/canada-accedes-to-the-optional-protocol-to-the-united-nations-convention-on-the-rights-of-persons-with-disabilities-701804101.html • Mendez, J. (2013). <i>United Nation Special Assembly: Report of the Special Rapporteur on Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment</i>. Retrieved from: http://www.ohchr.org/Documents/HRBodies/HRCouncil/RegularSession/Session22/A.HRC.22.53_English.pdf. • “Jack and Jill and employment equity” (Irvine, 1996). A paper critical of affirmative action authored by a UBC philosophy professor: http://www.safs.ca/meritdiversity/employmentequity.pdf • “It’s not just the RCMP: Police culture is toxic”: op/ed by Lesly Bikos, PhD student and former Canadian police officer: https://www.theglobeandmail.com/opinion/its-not-just-the-rcmp-police-culture-is-toxic/article35014971/ • Website for the Disability Alliance of BC, containing various resources & publications, including tip sheets for disability income assistance applications: http://disabilityalliancebc.org/ • Vancouver Coastal Health Respectful Workplace & Human Rights Policy: http://vchnews.ca/wp-content/uploads/2014/02/Respectful-Workplace-Policy-Final-Effective-Feb-26-2014.pdf • Article on US Supreme Court ruling on discrimination by sexual orientation: https://www.buzzfeednews.com/article/emaconnor/supreme-court-discrimination-lgbt-title-vii
CLASS 7	June 2, 2021
TOPIC:	<ul style="list-style-type: none"> • Child protection laws • <u>Guest speaker</u>: Katie Diehl, Legal Counsel for MCFD, and Jasvinder Gill, MCFD.

READINGS:	<p>Required readings:</p> <ul style="list-style-type: none"> • Course text (Regehr) Ch 4 <p>Other resources:</p> <ul style="list-style-type: none"> • Representative for Child and Youth (BC), reports and publications: https://www.rcybc.ca/reports-and-publications?keywords=&field_event_date_value%5Bvalue%5D%5Byear%5D=&tid=All (copy and paste into browser window). • The “Paige Report” from the Representative for Child and Youth (BC), concerning a young Indigenous woman living at risk in the Downtown Eastside: https://www.rcybc.ca/sites/default/files/documents/pdf/reports_publications/rcy-pg-report-final.pdf • “Eligibility Spectrum (2016),” risk assessment instrument used in Ontario: http://www.oacas.org/wp-content/uploads/2016/04/Eligibility-Spectrum-2016-6.75-x-8.5-EN.pdf • Letter from Pivot Legal Society opposing Bill 22 in B.C., which would authorize the involuntary detention of young persons following an overdose: Stop the Passage of Bill 22 into Law - Pivot Legal Society
CLASS 8	June 7, 2021
TOPIC:	<ul style="list-style-type: none"> • Criminal law & justice issues Part 1 • Basic principles of criminal law and prosecution • Youth criminal justice
READINGS:	<p>Required readings:</p> <ul style="list-style-type: none"> • Course text (Regehr) ch.8 <p>Other resources:</p> <ul style="list-style-type: none"> • Department of Justice, (2013). The Youth Criminal Justice Act: Summary and Background. http://www.justice.gc.ca/eng/cj-jp/yj-ji/tools-outils/back-hist.html • Makarenko, J. (2007). Youth Justice in Canada: History and Debates. https://www.mapleleafweb.com/features/youth-justice-canada-history-debates.html • Cook, A and Roesch, R. (2012). “Tough on Crime” Reforms: What Psychology Has to Say about the Recent and Proposed Justice Policy in Canada. http://www.apa.org/pubs/journals/features/cap-53-3-217.pdf
CLASS 9	June 9, 2021
TOPIC:	<ul style="list-style-type: none"> • Criminal law & justice issues Part 2 • Victims of crime
READINGS:	<p>Required readings:</p> <ul style="list-style-type: none"> • Course text (Regehr) ch. 9 <p>Other resources:</p> <ul style="list-style-type: none"> • Statistics Canada Criminal Victimization Survey (2014):

	<p>https://www.statcan.gc.ca/pub/85-002-x/2015001/article/14241-eng.htm</p> <ul style="list-style-type: none"> • Disability Alliance Help Sheets for people with disabilities, to increase their understanding of the procedures and processes they will go through if they have been a victim of a crime: http://disabilityalliancebc.org/category/publications/violence-prevention/ • The Canadian Resource Centre for Victims of Crime: https://crcvc.ca/ - see also the Canadian Victims' Bill of Rights: https://crcvc.ca/for-victims/rights/ • Case of Calgary judge telling assault victim to "keep your knees together": https://www.theguardian.com/world/2017/mar/10/canada-judge-resigns-keep-your-knees-together-comment-rape-trial • "The trouble with sex assault trials" from <i>Canadian Lawyer</i> magazine (2016); reviews court rulings on this matter and ongoing tensions: http://www.canadianlawyermag.com/author/shannon-kari/the-trouble-with-sex-assault-trials-3261/ • Davison, C. (2016) The law of sexual assault in Canada: http://www.lawnow.org/the-law-of-sexual-assault-in-canada/ • Summary of R. v. Ewanchuk (SCC decision in sexual assault case): https://canliiconnects.org/en/summaries/31833 • Article on legal challenges to new Canadian law protecting privacy rights of victims of sexual assault: https://www.msn.com/en-ca/news/canada/liberals-sex-assault-trial-reforms-run-into-trouble-as-more-judges-find-charter-violations/ar-BBYcbzP?ocid=spartanntp
CLASS 10	June 14, 2021
TOPIC:	Course wrap-up, topics TBA
CLASS 11	June 16, 2021
TOPIC:	FINAL EXAM

Assignments

1) TERM PAPER (45%)

For this paper you are to take a closer, critical look at an area of law and/or the legal system in Canada. Here are examples of possible topics:

- Medically assisted death
- Legalization of marijuana
- “Safe care” act(s) (short-term involuntary detention of at-risk youth)
- Bill 22 in BC, proposed law that would permit involuntary detention following drug overdose.
- The over-representation of Indigenous persons in the criminal justice system
- The criminalization of mental illness
- Involuntary treatment in psychiatry
- Safe injection sites
- The Youth Criminal Justice Act
- End-of-life decision-making
- Diversion programs in the criminal justice system
- Laws concerning the sex trade
- Professional duties and obligations in social work practice.
- Structural discrimination and stigma, for example affecting mental health clients.
- Reconciling competing ethical/legal directives in child welfare
- Disability rights
- Laws & policies concerning gender identification
- Balancing victims’ rights and restorative justice approaches.

You may choose other topics, however before starting the paper please confirm the topic with the instructor either in class or by e-mail.

For your topic try to address the following points (not all will be salient):

- What is the social relevance and importance of this issue? What are the philosophical and/or ethical issues involved?
- Summarize the legislation and case law bearing on this issue, including how the law(s) may have changed or been amended over time (i.e. provide a historical context). Were there instances where the law was not enacted/blocked/repealed? How is it similar or different to laws in other jurisdictions? Are there any *Charter of Rights* issues (challenges or potential challenges)?
- What has the media been tending to say on the topic (if anything), i.e. how has it been “shaped?”
- What groups are most affected (referring to age, gender, ethnicity and other intersections)? Are there groups left out (for example re medically assisted death should psychiatric illness qualify?)
- What are the current key debates, and possible controversies or disagreements? For example, you could consider arguments *in favor* of marijuana legalization from a harm reduction perspective, and *against* it from a public health view that considers vulnerable young persons.

- Are there practical or clinical aspects of the administration of the law that are, or will be, problematic? In considering this you may draw on your own experience, or interview a social worker working within this legal context.
- What is the relevance of this issue to social work practice? In considering this you may use a case-based analysis, that is, describe a hypothetical (or actual, anonymized) client scenario where you are the worker involved, and speak about how the law is interpreted, ethical dilemmas you would face, and practical or clinical implications.

Length: 13-15 double-spaced pages (check with me if you are worried about being too “over or under”).

Due date: last class, June 16

Marking guidelines

Did you:

- Address the bulleted points above that apply.
 - Integrate course material, and include references outside of this – a minimum of six published sources, cited as per APA.
 - Write in a clear, coherent fashion, where there is a logical flow, and where attention is paid to grammar. (Tip: consider breaking the paper up under sub-headings). Note that 10 of the 45 marks are given for style points (grammar, spelling, sentence structure, clarity, cogency).
- A. To submit your final paper, go to the “Assignments” link in Canvas, then scroll to and click “Final Paper.” Then click “Submit Assignment,” and then upload your Word file to Canvas.
 - B. Please also send a copy by email.
 - C. Comments will be written electronically on the document in the Canvas site.

2) **FINAL EXAM**

The final exam will be open-book, held on the last class, June 16. Students will be given several case summaries, and are asked to apply elements of the law that have been covered in class to each case. For example, in a case describing the possible abuse of an older adult, students will be asked about applying the *Adult Guardianship Act*, what steps they would follow, and what information would be needed to be gathered to support an investigation. More details on this will be given in class.

3) **CLASS PARTICIPATION**

Class participation is 10%. This mark will be based on involvement in class discussion, i.e. contributing questions or comments via the text function. Also, for each class in the Canvas module there is a link to a space for further, optional discussion. This link can also be used to share other interesting resources that you have come across with your classmates. Because discussion in a large online class is necessarily more restricted, the value of this component has been reduced from the in-class version of the course. Please see the “rubric” below for some general guidelines:

0	Absent
"C" level	<ul style="list-style-type: none"> Present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion.
C plus – B minus	<ul style="list-style-type: none"> Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement.
B – B plus	<ul style="list-style-type: none"> Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. Offers interpretations and analysis of case material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.
A	<ul style="list-style-type: none"> Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. Demonstrates ongoing very active involvement.

School/Course Policies

Attendance

The attendance policy is in the student handbook:

https://socialwork.ubc.ca/wp-content/uploads/sites/32/2020/12/Handbook_Online_2020-21.pdf

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the school of social work student handbook

https://socialwork.ubc.ca/wp-content/uploads/sites/32/2020/12/Handbook_Online_2020-21.pdf

In the context of COVID-19, students may choose one of the following to meet engagement/attendance requirements of the course:

- Attend scheduled in-person and synchronous sessions held by the instructor; OR
- Submit written responses to discussion questions posted by the instructor on the online discussion forum for the course on Canvas.

Late Assignments

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by five percentage points per day late (including weekends).

Withdrawal Dates

Last day to withdraw without a W standing: May 21, 2021

Course Policies

- Students who miss more than 3 classes may be refused the right to hand in a final assignment. Attendance sheets must be signed during each class.
 - Academic Dishonesty: Please read the UBC Calendar on the subject of academic regulations and the University's policies on plagiarism:
<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>
 - Students with ability/disability issues are encouraged to inform the instructor of these issues at the beginning of the course so that appropriate accommodations can be made for them. The University accommodates students with disabilities who have registered with the Disability Resource Centre. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.
 - Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.
 - Late Assignments: Extensions are granted only in cases of personal illness or family issues and not because of academic workload or conflicts. Extensions must be requested in advance of the due date of the assignment
 - Participation is expected of all students beyond simple attendance. Students are expected to come to class prepared to discuss the material.
 - Students should not be accessing the internet while in class and cell phones should be turned off.
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Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

Library Resources

Contact for UBC Law Library reference staff: <https://law.library.ubc.ca/refstaff/>

Contact for UBC Social Work librarian: <http://directory.library.ubc.ca/people/view/709>

University Policies

Academic Dishonesty: Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at:
<https://senate.ubc.ca/policies-resources-support-student-success>

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this class.

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

UBC Grading Criteria

The assignments will be graded by the course instructor using the standard UBC grading system as below:

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.