

University of Toronto - St. George Campus
Social Control – SOC326H1F (online course)
Summer 2020
Tuesdays and Thursdays from 12-3pm

Instructor: Erika Canossini

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Office Hours: Tuesdays 4-5pm and Thursdays: 5.30-6.30pm on BB Collaborate or by appointment on Skype

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Office Hours: on BB Collaborate

All course material will be available through Quercus:

- Lectures will be on Power Point with recorded audio
- Tutorials will be held on BB Collaborate

Course Topic:

This course examines how society has gone about controlling specific types of deviants (e.g., gang members, sex and drug offenders) and acts of deviance (e.g., organized crime, the deviance of social control agents). In examining these individuals and acts, attention is also directed to why they are defined as deviant and sanctioned, and why some types of deviance are less likely to be detected and sanctioned than others. Finally, consideration is also given to a range of sanctions that have been used to control deviance and the empirical evidence on their effectiveness.

Learning Goals & Outcomes:

By the end of the course, students will be able to:

- Understand the development of social control as a branch of sociological inquiry
- Question and think critically about how social control manifest in the criminal justice system, but also in everyday life
- Learn and practice how to summarize and analyze scholarly texts
- Connect and apply course concepts, theories and examples to empirical research and events.
- Develop writing skills by advancing clear, analytical, focused and developed written arguments that are supported by strong evidence

Prerequisites and Exclusions:

The prerequisite to take this course is SOC201H1, SOC202H1, SOC204H1 & 1.0 FCE from SOC251H1/ SOC252H1/ SOC254H1. Students without these requirements will be removed without notice.

Exclusion: SOC313H1

Recommended Preparation: SOC212H1

Course Structure

The course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. You will participate to the course through Quercus. On the course page, you will find the syllabus, lecture slides and recordings, assignments, announcements, grades and student-generated content on a series of discussion boards. For support on Quercus see (<https://q.utoronto.ca/courses/46670/pages/student-guide>).

The course is composed of both synchronous (live) and asynchronous sessions:

Lectures are pre-recorded (about 2 hours in length total)

- They will be available 24 hours before the scheduled class.
- E.g. Tuesdays lectures will be posted on Mondays at 12pm and Thursdays lectures will be posted on Wednesdays at 12pm.
- This is to give everyone a chance to listen to the lectures at their own pace and time.
- Students are expected to read the required material before listening to lecture recordings as this will expand on readings but will not fully review them. Lectures are not adequate substitute for the readings. Lecture recording will be supplemented with videos, news stories, and policy that address current issues regarding crime and deviance.

Tutorials will be live on BB Collaborate every Tuesdays and Thursdays 2-3pm.

- Attendance is highly recommended as we'll review difficult content, discuss course concepts in a more critical and analytical way, and get a chance to ask questions and get answers. Through group discussions and activities, students will develop a greater understanding for course materials and how they impact their daily lives. All this will help you be successful in this course.
- You will access the webinar by clicking on the BB Collaborate tab on the course page on Quercus.
- These webinars will be recorded so that students will be able to access material if they cannot attend the live session.
- If you are unable to attend webinars held at this time for a schedule conflict, please email me as soon as possible.

Sample of Course Schedule and Weekly Duties

Day	Time	Content / Assignments
Mondays	By 12pm At 12pm	submit critical reading reflection paper (**ILP) lecture slides with audio posted on Quercus
Tuesdays	By 12pm 2-3pm	engage in discussion board for participation mark webinar on BB Collaborate
Wednesdays	By 12pm At 12pm	submit critical reading reflection paper (**ILP) At 12pm - lecture slides with audio posted on Quercus
Thursdays	By 12pm 2-3pm	check discussion board for participation mark webinar on BB Collaborate
Sundays	By 11.59pm	submit blog post for the week (**ILP)

** these are not mandatory assignments. See the assessment description below.

NB: Your success in this class is important to me. If there are aspects of this course that prevent you from learning or that exclude you, please let me know as soon as possible. Together, we'll develop strategies to meet both your needs and the requirements of the course.

How your Learning will be assessed

Overview of Assessments

Type	Description	Due Date	Weight
<i>Term Paper Proposal</i>	Outline your topic and research question for your research essay. Annotate 5 academic sources related to your topic.	May 14 th	15%
<i>Term Paper</i>	Develop scholarly arguments about your essay topic, drawing from class materials and academic sources	June 4 th	35%
<i>Participation to Online Discussions</i>	Participate to weekly activities on discussion board	Weekly By 12pm every Tue and Thu	10%
<i>Individual Learning Plan</i>	The course offers a variety of options from which students can choose to build their own individual learning plan.	June 11 th	40%

Description of Each Assessment:

Term Paper Proposal (May 14th) – 15%

Purpose: Locating and reading relevant sources is the first step to writing an analytical paper, and this assignment will serve as a prelude to your writing for the term paper. It is also a chance to receive some feedback on how to approach this topic, sources, and other ideas worth considering when writing on the chosen topic.

Details: The paper proposal is composed of two sections:

1. An introductory paragraph (max a page) where you identify your topic and research question. You can also advance a tentative argument for your term paper.
2. An annotated bibliography. You must locate and annotate five (5) sources relevant to your essay topic. These sources must be the most pertinent research and should not be course readings. By locating, reading, and annotating your sources you will position yourself to construct a solid analytical argument for your essay.

Topic: The essay needs cover one of the lecture's topics. For instance, gangs, sex and drug traffickers, organized crime, the deviance of social control agents. If you want to cover another topic related to social control, please email me before submitting your paper proposal to discuss your topic.

Requirements:

1. Sources should be scholarly, peer-reviewed journals or book chapters (research reports from government sources are also acceptable). No other source (i.e. media, webpages, etc.) will be accepted for this assignment. They need to be external sources (i.e. not assigned readings)

2. The paper should be double spaced, Times New Roman, 12pt font, 1-inch margins
More specific instructions and rubric will be available on Quercus.

Term Paper (June 4th) – 35%

Purpose: You must now complete the final phase of the writing process by integrating your annotated bibliography research and any feedback received into a final essay. The central aim is to synthesize and integrate your research into a coherent and empirically supported argument.

Structure: You are free to structure the paper in any way that helps you to convey your argument more effectively. Headings and sub-headings may be used if appropriate.

Requirements:

1. The paper must be 7-pages (Times New Roman, 12pt font, double spaced, 1 inch margins), excluding cover page and references. Failure to adhere to these parameters will result in penalty. Don't get creative with the font, margins, or spacing between paragraphs.
2. 7 sources are required (scholarly, peer-reviewed journals or book chapters)

More specific instructions and rubric will be available on Quercus. This assignment will have to be submitted through Turnitin on Quercus.

Participation to Online Discussions (Due at 1pm on Tuesdays and Thursdays) – 10%

Purpose: These weekly assignments are designed to have students engage in the weekly readings and the topic covered during lecture.

Structure: Activities will vary across weeks but can include:

- Post a question for each of the readings for class discussion
- Read a case study/newspaper article and write a 150 words answer
- Answer a 3 question survey quiz on the readings (not graded)
- Post a 150 words answer in the weekly discussion board and answer another student's post

Individual Learning Plan - 40%

Every student has their own learning style, set of interests, and schedule. To reflect this fact, this course offers a variety of options from which students can choose to build their own individual learning plan. 60% of your final grade will come from a paper proposal, a term paper, and online discussion, but you get to choose where the other 40% will come from. You can combine any of the following three options to reach 40%.

Option 1: Blog of Learning Reflections (2% contribution for up to 10%)

Up to 10% of your grade can come from making 5 blog entries (500 words each) on Quercus. Blog entries are reflections on your own individual learning following class participation and discussion. These are a chance for you to reflect on the theme of the class, the connections between different ideas, and what you've learned from a set of readings and class discussion. It is very encouraged to also make links with previous weeks, how the ideas covered in one session built on or compare to ideas previously covered.

Submission: These blog entries must be submitted on Quercus (copy and paste or type text directly under the Blog tab, do not attach files) no later than the end of the week on which these reflections are based. For instance, blog post based on topics covered on May 12th and May 14th are due Sunday May 17th by 11.59pm.

Purpose: The purpose of these blog entries is for you to monitor your own learning throughout the semester, and as such, they are graded for completion and quality of reflection, not for level of understanding.

Option 2: Critical Reading Responses (5% a reading for up to 30%)

Up to 30% of your grade can come from writing 6 critical reading responses. A critical reflection paper is a 750 words double space paper that analyzes your thoughts and questions about one individual reading (not all the readings assigned on a given week). These are a chance for you to think critically about the reading and the best possible preparation for lecture. Your reflection paper should have four separate sections (i.e. paragraphs) as follows:

- i. A summary that identifies research questions, data, methods, thesis and key findings of the reading.
- ii. One to two *keepers* → What were the key ideas worth remembering and making note of? What did you take away the most from the readings?
- iii. One to two *reactions* or an annotated *question* → What did you like or dislike about the content of the piece? And why? What question(s) do you have for the author or after reading this piece? Why is this a good question?
- iv. One *so what* → Why does the topic matter? How does it contribute to our understanding of social control and/or governmentality?

Do not use quotes from the readings for this, but instead use entirely your own words.

Submission: These reflections must be submitted before class for which the reading was assigned. As lecture recording will be made available 24 hours before class, reflection papers needs to be uploaded:

- On Mondays by 12pm for readings covered on Tuesdays
- On Wednesday by 12pm for readings covered on Thursdays.

Note: **CRPs will never be accepted late**. If you cannot submit it on time, then you can complete one(s) that is/are due the following date. Attach the document as a doc or docx file on Quercus under the reading reflection tab for that class. This assignment will have to be submitted through Turnitin on Quercus.

Purpose: The purpose of these critical reflection papers is to have a base of knowledge on the course material before class starts so that we can build upon this foundation during lecture. All readings are eligible except reading assigned for the first day of class.

Option 3: Infographic (5% a topic for up to 15%)

Up to 15% of your grade can come from making 3 infographics. Create an infographic of one of the topic we cover in lecture. An infographic is a visual representations of information, data or knowledge intended to present information quickly and clearly. I will provide more details and examples of infographics on Quercus, as well as a rubric. These should give you a good idea on how to approach this assignment. The infographic can be made with any software you prefer, but needs to be submitted in pdf format. There are many infographic creation tools online such as:

Canva (<http://canva.com>)
 Befunky: (<https://www.befunky.com/features/infographic-maker/>)
 Easel.ly: (<https://www.easel.ly>)
 Infogram: (<https://infogram.com>)
 Picktochart: (<https://piktochart.com>)

These infographics must be submitted on Quercus at any time throughout the course. However, only infographic submitted by midnight June 11th will be accepted.

Every student must submit their **proposed learning plan** (to me by e-mail) no later than **May 10th**. This will be a working document with an updated version due **May 31st** (if any changes are made). The individual learning plan must include a description of what course material the student commits to produce and how it adds up to 40% (use table below). In further updates, the student must clearly lay out what they have done so far and what remains to be done to complete their semester. I would recommend deciding when (i.e. which weeks) you will complete each of these assignments

Type of Activity	Weight	Already completed	To do
Blog Entry			
Reflection Paper			
Infographic			
Total %	40%		

The drop date for this course is June 1st, 2020.

Course Materials:

All readings will be available through Quercus and the library website.

Course Outline

	Date	Topics	Tutorial	Assignments
1	Tue May 5 th	Introduction to Social Control Readings <ul style="list-style-type: none"> Chriss, J. 2018. "Social Control: History of the Concept" Pp. 9-22 in The Handbook of Social Control edited by Deflem. Hoboken: John Wiley & Sons. Meier, Robert F. 1982. "Perspectives on the Concept of Social Control." <i>Annual Review of Sociology</i> 8:35-55 	Icebreaker – Getting to know each other Building Community Agreement Q&A session on course	Read Syllabus in its entirety Take Survey on Technology Participate to Weekly Discussion Board (by 12pm)

2	Thu May 7 th	<p>Youth Gangs</p> <p>Readings</p> <ul style="list-style-type: none"> • Kissner J. & D. Pyrooz. 2009. "Self-control, differential association, and gang membership: A theoretical and empirical extension of the literature." <i>Journal of Criminal Justice</i> 37(5):478-487. <p><u>Choose one of the following readings:</u></p> <ul style="list-style-type: none"> • Bell, K. E. 2009. "Gender and Gangs: A Quantitative Comparison." <i>Crime & Delinquency</i> 55(3):363-387. • Wortley, S., & Tanner, J. (2008). Respect, friendship, and racial injustice: justifying gang membership in a Canadian city. In F. van Gemert, D. Peterson, & I-L. Lien (Eds.), <i>Street Gangs, Migration Ethnicity</i> (192-208). London: Willan. 	<p><u>Discussion:</u> Policy responses to Youth Gangs</p> <p>Strategies to read peer-reviewed journal articles efficiently and effectively</p>	Participate to Weekly Discussion Board (by 12pm)
3	Tue May 12 th	<p>Organized Crime</p> <p>Readings</p> <ul style="list-style-type: none"> • Stys, Y. & R Ruddell. 2013. "Organized Crime Offenders in Canada: Risk, Reform, and Recidivism." <i>Journal of Offender Rehabilitation</i> 52(2): 75-97. • Smith, C & Papachristos A. 2016. "Trust Thy Crooked Neighbor: Multiplexity in Chicago Organized Crime Networks" <i>American Sociological Review</i> 81(4): 644-667. 	<p><u>Discussion:</u> Gangs and Organized crime? Where is the difference?</p>	Participate to Weekly Discussion Board (by 12pm)
4	Thu May 14 th	<p>Drugs Offences</p> <p>Readings</p> <ul style="list-style-type: none"> • Kaye, K. 2013. Rehabilitating the 'drugs lifestyle': Criminal justice, social control, and the cultivation of agency. <i>Ethnography</i>, 14(2), 207–232. • Wacquant, Loic. 2001. "Deadly Symbiosis: When Ghetto and Prison Meet and Mesh." <i>Punishment & Society</i> 3(1): 95-133. 	<p><u>Discussion:</u> macro strategies of social control (laws against substance abuse and legalization of soft drugs)</p> <p><u>Activity:</u> Getting started with the term paper: formulating a research question</p>	Paper Proposal Due (15%)
5	Tue May 19 th	<p>Sex Offences</p> <p>Readings</p> <ul style="list-style-type: none"> • O'Doherty, T. 2011. Criminalization and Off-Street Sex Work in Canada. <i>Canadian Journal of Criminology and Criminal Justice</i> 53(2): 217-245 • Benoit, C. et al. 2017. "Well, It Should Be Changed for One, Because It's Our Bodies': Sex Workers' Views on Canada's Punitive Approach towards Sex Work." <i>Social Sciences</i> 6(2): 52. 	<p><u>Discussion:</u> sex offenders registries</p>	Participate to Weekly Discussion Board (by 12pm)

6	Thu May 21 st	Social Control and Criminal Justice (deterrence, prevention, rehabilitation) Readings <ul style="list-style-type: none"> • Canton, R & Padfield, N. 2019. “Why Punish?” <i>The Howard Journal</i> 58(4): 535-553. • Garland, D. 2019. “Penal Controls and Social Controls: Toward a Theory of American Penal Exceptionalism.” <i>Punishment & Society</i> • Zedner, L. 2016. Penal subversions: When is a punishment not punishment, who decides and on what grounds? <i>Theoretical Criminology</i>, 20(1), 3–20. 	Discussion:	Participate to Weekly Discussion Board (by 12pm)
7	Tue May 26 th	Governing Through Fear Readings <ul style="list-style-type: none"> • Simon, J. 2007. <i>Governing Through Crime : How the War on Crime Transformed American Democracy and Created a Culture of Fear.</i> Oxford University Press (<i>introduction</i>) • Oliver, Mary Beth. 2003. "African American Men as "Criminal and Dangerous": Implications of Media Portrayals of Crime on the “Criminalization” of African American Men." <i>Journal of African American Studies</i> 7(2):3-18. 	Discussion	Participate to Weekly Discussion Board (by 12pm)
8	Thu May 28 th	Dispersal of social control in Society Readings <ul style="list-style-type: none"> • Cohen, S. 1979. The Punitive City: Notes on the Dispersal of Social Control. <i>Contemporary Crises</i> 3(4): 339-363. • Beckett, K & Herbert, S. 2008 “Dealing with disorder: Social Control in the post-Industrial City” <i>Theoretical Criminology</i> 12(1): 5-30 	Discussion: social control and social marginality Activity: How to write good thesis statements	Participate to Weekly Discussion Board (by 12pm)
9	Tue June 2 nd	Foucault, Discipline and Surveillance Readings <ul style="list-style-type: none"> • Garland, D. (1990). “Punishment and the Technology of Power: the Work of Michael Foucault” Pp. 131-155 in <i>Punishment and modern society: a study in social theory.</i> University of Chicago Press. • Shearing, C & Stenning, P. 1984. “From the Panopticon to Disney World: the Development of Discipline” in <i>Perspectives in Criminal Law: Essays in Honour of John LL.J. Edwards.</i> Edited by Doob and Greenspan. Canada Law Book Inc • Lyon, D. 2004. “Globalizing Surveillance: Comparative and Sociological Perspectives” <i>International Sociology</i> 19(2):135-149. 	Discussion:	Participate to Weekly Discussion Board (by 12pm)

10	Thu June 4 th	No Lecture - Use this session to work on your paper	No tutorial	Term Paper Due (35%)
11	Tue June 9 th	Social Control through Socialization and Culture: You are Police? Readings <ul style="list-style-type: none"> • Martin, Karen (1998). "Becoming a Gendered Body: Practices of Preschools." <i>American Sociological Review</i> Vol. 63(4): 494-511. • Buote, Vanessa M., Anne E. Wilson, Erin J. Strahan, Stephanie B. Gazzola, and Fiona Papps. 2011. "Setting the Bar: Divergent Sociocultural Norms for Women's and Men's Ideal Appearance in Real-World Contexts." <i>Body Image</i> 8(4):322-34. 	Discussion: Micro strategies of social control: (appearance norms)	Participate to Weekly Discussion Board (by 12pm)
12	Thu June 11 th	Medicalization of Social Control Readings <ul style="list-style-type: none"> • Conrad, Peter. 1992. "Medicalization and Social Control." <i>Annual Review of Sociology</i> 18 (1): 209-232. • Schudson and Baykurt (2016). "How Does a Culture of Health Change? Lessons from the War on Cigarettes." <i>Social Science & Medicine</i>, Vol. 165:289-296 		Participate to Weekly Discussion Board (by 12pm) Infographics Due

Some of the readings might be subject to change. Keep an eye on Quercus for weekly readings.

Communications

Announcements

You should check the Announcement tab on a regular basis as it will be the main mechanism to communicate about course related matters. Treat the Announcement tab as a series of appendices to this syllabus.

Questions

One element present at launch is a discussion board called *Questions about the Course*. This discussion is to be used for all course related questions of a non-personal nature this semester, question about the course content, activities, assignments, exams, deadlines, and in the first week of class, the best place to ask clarifications about the ILP system. This way all clarifications provided are available to every student in the course. Before asking questions, please check the syllabus. A lot of information on the course is already detailed here.

Emails

Feel free to contact me by e-mail for any questions of a more personal nature regarding illness, special accommodations, grade review or anything else you might want to discuss with me privately. All e-mails are answered within 48h (excepts weekends and holidays).

In an email exchange, you must use your official University of Toronto email. Please also include the course code (e.g. SOC326) in the subject line and your full name and student number in your message. Please do not send a repeat email (e.g., “did you get my email?”).

In general, please treat emails as you would any other professional communication. You should be respectful in the way you address the instructor and the TA. Email is most suitable for questions that are clear, concise, and easily answerable. If you need help on course material, I strongly encourage you to attend office hours or make an appointment. For all general inquiries, please refer to the course syllabus.

Virtual Office Hours

Twice a week, I will be available for virtual office hours – one afternoon after class (Tuesdays 4-5pm) and one evening session (Thursdays 5.30-6.30pm) by creating a session on BB Collaborate. You can also email me to set an appointment outside office hours. These meetings will likely occur on Skype or over the phone.

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/as> as soon as possible. If you are registered with Accessibility Services, please forward your accommodations paperwork to the instructor within the first two weeks of the course so that arrangements can be made.

Netiquette and Community Expectations

When posting on the discussion boards, it is important to understand how to interact with one another online, netiquette. I am committed to making our classroom, our virtual spaces, our practices, and our interactions as inclusive as possible. I believe that mutual respect, listening carefully and openly, and participating actively and thoughtfully will make our time together productive and engaging.

To this end, please give me feedback at any time throughout the course about things that are helping you learn, or things that aren't helping. If you would like to do so anonymously, a link will be provided to the class to fill a google document. And in general, please make sure to communicate with me or the TA if there are ways that we can improve the course to better support your learning.

Equity and respect

As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course, and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Gender-inclusive language

Respectful classroom etiquette includes using gender-inclusive language. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students

may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Assignment Extensions

Life Happens Policy

I will be granting a one “no-question-asked 2-days (48 hours) extension during this term. Please email me and CC your TA detailing that you want to take advantage of the ‘Life Happens Policy’ and for which assignment. Remember that this can be used once throughout the semester.

If you need additional extensions, please email me ahead of the assignment’s deadline. These decisions will be made on a case by case basis.

There are no doctor's notes or Verification Illness forms this Summer; students will need to use the Declaration of Absence on ACORN; on the day an assignment is due and on a day when live participation is required.

Late Work

The Penalty for late assignment is 2% a day. This includes weekends and holidays. Assignments that are more than 7 days late will not be accepted.

Grading Policies

Percentage grades will translate to letter grades as follows (standard university grade scale):

Percentage	Letter Grade	Grade Point Value
90-100	A+	4.0
85-89	A	4.0
80-84	A-	3.7
77-79	B+	3.3
73-76	B	3.0
70-72	B-	2.7
67-69	C+	2.3
63-66	C	2.0
60-62	C-	1.7
57-59	D+	1.3
53-56	D	1.0
50-52	D-	0.7
0-49	F	0.0

Grade Appeals

We do our very best to grade work fairly, consistently, and accurately. Nevertheless, one of us may unintentionally err in our grading duties. If you believe that your assignment or test has been mismarked, please adhere to the following rules:

- For simple mathematical errors, simply alert your TA of the mistake

- All requests for re-grading course assignments should be made to your TA. Please **wait for 24 hours** after the assignment has been returned to the class and submit your request **within two weeks of that date**. Requests submitted at a later date will not be considered.
- In addition to (1) the **original piece of work**, (2) a **short memo** that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment must be submitted to your TA when requesting a regrade.
- If the student is not satisfied with this re-evaluation, they may appeal to the course instructor in charge of the course. In this case, you will also need to add (3) **communications from the original marker as to why no change in mark was made**.

Please note that upon re-grade your mark may go down, stay the same, or go up.

Only term work worth at least 20% of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above. To escalate an appeal beyond the instructor, the student must submit to the department (1) all previous communications between the student, original marker, and the instructor (2) the detailed reason(s) documenting why the mark for the work was inappropriate and (3) the original piece of work. If the department believes that re-marking is justified, the department shall select an independent reader. The student must agree in writing to be bound by the results of the re-reading process or abandon the appeal. Again, the student must accept that the mark resulting from the appeal may be higher or lower or the same as the original mark.

Academic Integrity

Copying, plagiarizing, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.

We expect students to cite sources in all written work. By enrolling in this course, students agree to abide by the university's rules regarding academic conduct. You are expected to have read and understood the on-line document "How Not to Plagiarize" (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

You are expected to be familiar with the "Code of Behaviour on Academic Matters" (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and Code of Student Conduct (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Turnitin

Normally, students will be required to submit their course paper proposal and term papers to Turnitin.com for a review of textual similarity and detection of possible plagiarism. Reading Reflections will also be submitted through Turnitin. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Assignments not submitted through *Turnitin* will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.