HUMA 3695

Listening to Children: Ethics and Methodology of Research with Children
Fall Term 2016

Course Director:
Dr. Andrea Emberly
Vanier College, 236
Email: aemberly@yorku.ca

Office Hours:
Tuesday 2:30pm

Course Description:

This course will explore modes and methodologies for child-centred research with a focus on ethical standards and guidelines that shape the field and sustain best practice for research with children. Under the UN Convention of Rights of the Child (adopted 1989), young people under 18 are defined as a vulnerable population with special rights of provision, protection and participation. Therefore, realizing a child-centred approach is central to examining how children can be an integral part of the research process without being subjected to objectification and/or marginalization. This course will build concrete skills in research methodologies while providing a framework for conceiving and undertaking research with children from diverse populations. Drawing on case studies and research projects undertaken by students in the class, we will explore both creative and standard methodologies for unique research situations that recognize and support children’s agency in the world of research. Not being bound by any one mode of research, this course will provide access to cultivating the necessary skills for successful research across the broad field of children’s studies and beyond.

Coursework will include conceptualizing and building a research project, completing fieldwork and research tasks, research reports, ethics applications, presentations, discussions, listening, watching, reading, critical thinking and more! Most significantly, this class requires active participation by everyone in the class and a willingness to explore diverse frameworks for research design, implementation and analysis that are firmly grounded in ethical practice and standards for research with children.

Course Goals:

- Expand your knowledge about research methodologies and ethics in the field of children’s studies.
- Learn and develop skills needed for fieldwork with children in diverse settings (skills you may or may not need for your particular project but skills you may draw on over the course of your future careers).
- Develop and realize a comprehensive research project with children.
- Understand the complexity of ethics that underscore all research with children and complete and successfully gain ethics approval for your project.
- Identify your own goals for applying your knowledge and understanding of research with children.

Course Expectations:

***Because this class requires active research with children ALL students must apply for a vulnerable sector check before beginning research with children. This check must be demonstrated to the instructor.
Not having this check within a timely fashion could compromise your ability to participate in the class and hence your final grade. The deadline for **APPLYING** is October 10th. **Proof of application (photocopy of your receipt) is due in class on October 12.**

- Each class meeting will focus on specific readings and/or fieldwork assignments. These readings and/or assignments must be completed **BEFORE** class begins and students should be prepared to discuss and answer questions about the readings and/or present their assignments to the class.
- Each student is expected to actively participate in classroom discussions and research assignments.
- Each student must have ethics clearance before undertaking **ANY** research with children.
- Students must respect the work of others and respect issues of confidentiality in regards to research with children.
- ALL students must have a working with children check through Ontario police. More information on this process can be found at: [http://www.oise.utoronto.ca/ro/Police_Checks/](http://www.oise.utoronto.ca/ro/Police_Checks/)

**Required Texts/Readings/Websites:**

**Author:** Grieg, Taylor and MacKay  
**Publisher:** Sage Publications

**Title:** *The Ethics of Research with Children and Young People.* 2011.  
**Author:** Alderson and Morrow  
**Publisher:** Sage Publications  
Also available as an e-book.


Access to the course moodle: [http://moodle.yorku.ca](http://moodle.yorku.ca)

All textbooks (2) are available in the York University Bookstore. The Morrow and Alderson e-book is available through the York Library website. Other readings will be posted on the course moodle and assigned on a weekly basis. In general, there will be several required readings each week in addition to reading requirements from the textbooks.

A significant part of this course will involve active participation in research tasks. Having access to equipment to you may need includes audio and video recorders, photography equipment, notebooks and computer access for editing, and backup storage for safe keeping of your data (preferably in more than one secure location – more on that later!) Get yourself a dedicated fieldwork notebook by next week to start keeping track of your project for this class.

**Course Requirements:**

- **Regular class attendance and participation.** Each student is expected to attend every class. Materials will be covered in class that will not be covered elsewhere. At times there may be in-class assignments that will factor towards your participation and in-class assignment grades and these will **NOT** be available for makeup. This includes daily reading summaries, which must be handed in hard copy the day they are due, and are worth little individually. The aim of this assessment is to encourage attendance.
This is the type of class where absences can put you far behind other students and absences will negatively affect your final research project.

Participation/Attendance Grading

- A student with exceptional attendance (no more than two absences, excused or unexcused) who also demonstrates complete preparation and participates in discussion and fieldwork exercises will receive the full 10% towards their term grade.
- A student with exceptional attendance who does not demonstrate complete preparation and regular participation in discussions will receive a grade between 6-9% for Participation.
- A student with three or more absences will receive from 0 to 6% for Participation.

- **Reading, listening, viewing, fieldwork and written assignments.** See the Course Schedule for specific assignments and due dates. Each assignment should be completed before the date under which it is scheduled. Some assignments will be done in class and others will be assigned to be completed individually, online, or as a group. Bi-weekly reading assignments will be handed out as the course progresses.

- **Ethics application.** Each student will be required to complete and submit an ethics application for their particular research project (to be conceived and designed in class). No research with children can take place until full ethics approval has been received.

- **Research project.** One of the outcomes of this course will be a completed research project from start to finish. This will make up the bulk of your grade in this class (research proposal, ethics and final report) and as such, participation in all aspects of this class will be necessary for the completion of a successful research project that will demonstrate an understanding of all topics covered throughout the class.

Class Policies, Procedures and Resources:

- **Late work.** Late assignments are penalized 5% per day (1 day late: 90% becomes 85% etc).

- **Participation.** Active participation is a crucial aspect of this course. Knowledge production and successful classroom experiences depend on engagement with the course material, informed discussion, and open exchange of thoughts and ideas. Effective class participation can only be reached if students read and critically examine the assigned course materials. All students are expected to respect the ideas, opinions, and comments of other students, the professor, and any guest speakers. Successful participation means listening and responding – with questions, additional thoughts, suggestions, and connections – to your classmates’ thoughts and contributions.

- **Technology.** Although we will be using technology as a part of this class, use of technology that does not contribute to the class (such as Facebook, Twitter, texting, random internet trolling etc.) or other disruptive actions will result in a low or failing participation grade. Please turn off and put away all cell phones during the class and only use laptops for purposes directly related to class.

- **Punctuality.** As a courtesy to your colleagues and professor, please come to class on time. Lateness will be noted.

- **Absences.** Unexcused absences will directly affect your course grade. Beginning with your second unexcused absence, your final grade will be reduced by 1/2 letter grade for each absence. If you are absent for a class, it is your responsibility to find out what was covered and/or to acquire notes from classmates.
Email. I am only available on email for questions that cannot be answered in the syllabus, by a classmate, or by class attendance. I will not respond to emails that ask what we covered in a class you missed, or that require information that can readily be found through other sources. If you have questions please come to my office hours. We also have a moodle discussion forum for peers to ask and answer questions.

Academic Support:

If you experience difficulty in this course for any reason, please do not hesitate to consult with the professor. In addition to the resources of the department, a wide range of services are available to support you in your efforts to meet the course requirements:

**Academic Support Center.**  
([http://www.yorku.ca/yorkweb/currentstudents/academicsupport/index.html](http://www.yorku.ca/yorkweb/currentstudents/academicsupport/index.html))  
Offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available for free individual consultations at any stage of a paper.

**Counseling & Disability Support Services.** ([http://www.yorku.ca/cds/](http://www.yorku.ca/cds/))  
Offers technical and practical support and assistance with accommodations for students in need of physical or psychological support. Offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. If you have any disability and might require accommodations in this course, please provide a letter from CDS as early in the term as possible so that we can make arrangements to support your needs. All information, documentation, and discussions are strictly confidential. No accommodations will be granted without proper documentation.

Academic Integrity:

Standards of academic conduct are set forth in the University’s Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obligated to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, as disciplinary actions will be taken should such violations occur. Because the research we are undertaking is with children and our ethics and methodology highly valued, any academic violations will be met with **ZERO tolerance** and the student will automatically fail the course. Please see the professor if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. If you are ever in doubt – Ask!

More detailed information can be found at:

[http://www.yorku.ca/academicintegrity/students/beware-document.htm](http://www.yorku.ca/academicintegrity/students/beware-document.htm)  
[http://www.yorku.ca/acadinte/students/index.htm](http://www.yorku.ca/acadinte/students/index.htm)  
Evaluation:

Final grades will be based on all of the above requirements, weighted as follows:

Class Participation & Attendance: 10%
Weekly/biweekly class assignments (in class and out of class): 20%
Research project proposal: 15%
Ethics review package: 15%
Learning workshop: 10%
Final research project report: 20%
Research project final poster/presentation: 10%

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vulnerable Screening Check</td>
<td>October 12</td>
<td>Photocopy proof that you have applied for your working with children screening check through the appropriate police office for your mailing address.</td>
</tr>
<tr>
<td>Research Project Proposal</td>
<td>October 5</td>
<td>Proposal outline of project for this course (5-7 pages d/s).</td>
</tr>
<tr>
<td>Ethics Review Package</td>
<td>October 19</td>
<td>Completed ethics package for review <strong>BEFORE</strong> research can commence.</td>
</tr>
<tr>
<td>Final Research Presentation</td>
<td>November 28 &amp; 30</td>
<td>Research presentation – Academic poster/academic talk during presentation day.</td>
</tr>
<tr>
<td>Final Research Project Report</td>
<td>December 5</td>
<td>Completed research project report (10-12 pages plus appendices).</td>
</tr>
<tr>
<td>Class Assignments</td>
<td>Variable</td>
<td>Short written responses, readings, in-class assignments, research tasks.</td>
</tr>
<tr>
<td>Learning workshops</td>
<td>Variable</td>
<td>Workshops in class which thoroughly explore ethical and methodological challenges when conducting research with children.</td>
</tr>
</tbody>
</table>
Summary of Assignments:

Don’t forget! Late assignments are penalized 5% per day (1 day late: 90% becomes 85% etc). So don’t be late!

Research Project Proposal (15%) 5-7 pages
Students will propose an individual project that will research a topic related to children’s studies. The proposal will contain: a short explanation of the topic, including its relevance; a review of the current literature (1.5 to 2 pages); a brief description of the intended research participants; the format of the research (interviews, questionnaires, art projects, etc.); a rationale for that format; and any expected outcomes. Keep in mind during the planning that this will be a sort term project given the ethics procedures needed. Plan accordingly.

Guidelines will be handed out as we go along.
For citations I prefer APA, here is a guide: http://www.lib.sfu.ca/help/writing/apa#referencetext

Research Project Ethics Review Package (15%)
Students will complete and submit a package for the Ethics Review Committee of York University. This package must be approved by the committee before any student may begin research work with children, and is a practical and important component of the course. Students will likely have to do a revision of their ethics package that will be due again. You cannot begin conducting research (including speaking to anyone or recruiting participants) until you have clearance.

Here is the website for York University Ethics Board: http://www.yorku.ca/research/support/ethics/

Presentation of Research Project Results (10%)
Students will report on an aspect of their research projects. PowerPoint/keynote/Poster presentations should discuss your own work with children and reflect on successes and challenges of that work, as well as incorporating concepts and practices from course materials. You are not restricted to a PowerPoint presentation, just be prepared to report on your research in your allotted time (i.e. be creative with your presentations). Each student must prepare and distribute a handout for the class about your project. Each student will be given 5 minutes to present plus 5 minutes of questions from the audience. Guidelines and expectations will be discussed in class.

Research Project Report (20%) 10-12 pages, plus appendices, interview materials, etc.
This paper will describe the student’s research project completed during this course. It will expand upon the research proposal, presentation, and ethics and will discuss in detail the project’s design, findings, relevance, successes and failures, and suggest scope for improvement or refinement. In doing so, it will make direct reference to, and draw support from, concepts and theories from our course materials.

Students will submit a hard copy only – no emailed submissions will be accepted.

Class Assignments (20%)
Students will be assigned short assignments, in addition to reading summaries. These assignments will be given on a bi-weekly basis. I ONLY ACCEPT HARDCOPY ASSIGNMENTS AND READING SUMMARIES ON THE DAY IT IS DUE (you cannot email them to me, and they are marked on submission for the most part).
Learning Workshop (10%)
Students will work in small groups to conduct a learning workshop on a topic that complements the course. Workshops will take place over the entire class period and students will be expected to assign readings and provide audio and visual materials to complement the topic of choice. Students may choose from a list of provided topics and readings or may propose a topic to the course instructor.

Submission Policy:

Research Projects and any other written assignments for this course must be submitted in hard copy. No emailed submissions are accepted unless otherwise noted. Assignments will not be accepted by anyone other than the author.

Extensions are NOT granted, except with detailed and official documentation including an Attending Physician’s Statement. EXTENSIONS WILL NOT BE GRANTED FOR CLASS ASSIGNMENTS.

All assignments should be submitted in a consistent format (preferably APA, but Harvard or Chicago are also ok. As long as you are consistent I will accept any formal system of referencing).

Grading:

In a third-year class, faculty expectations regarding essay structure, appropriate citation (that is, proactively avoiding plagiarism), APA/Harvard/Chicago format, grammar & punctuation, and critical analysis are higher than for first and second year courses. Revising your papers, spellchecking, and allowing time to do in-depth research and analysis are fundamentally important. Just to reiterate, I have a ZERO tolerance policy for plagiarism – meaning, you will automatically fail the course if you plagiarize.

I am happy to meet with you at any time during the course to chat about your grade and standing in the course at any point. Be proactive!

For detailed grading information see: http://www.yorku.ca/laps/students/grading.html.

Important Dates:

Sept. 14 – course may be dropped for full refund.
Sept. 21 – course may be dropped for 90% refund.
Sept. 28 – course may be dropped for 80% refund.
Oct. 5 – course may be dropped for 40% refund.
Nov.11 - Last day to drop the course without receiving a grade.

Course Overview:

**This overview is extremely flexible and subject to change at any time, please be present in class to note changes as they occur**

Weekly reading assignments are given below. Additional or alternative readings/listening/films may be assigned in some weeks. Schedule changes may be made as we go along. Assignments will be given on a weekly basis or in-class.
September 12, 2016

@ First day of course, course overview

September 14, 2016

Readings:
1. Visit website: http://www.yorku.ca/research/support/ethics/

Assignment:
1. What are ethics? What kinds of forms will you be asked to fill out and prepare for an ethics application? Be prepared with questions about the York Human Ethics procedure.
2. Write a short summary about research (1 page). What is research? What is your role in the research process? What must you consider in research with children that might be the same or different than research with adults?

September 19

Readings:
1. Alderson & Morrow. Introduction and Chapter 1
2. Grieg et al. Chapters 1, 2 & 3

Assignment:
1. Prepare an annotation for each of the readings. Provide a short summary of each chapter and reading.
2. Thinking about some of the key themes in the readings and the frameworks for research with children, think about a minimum of three different projects you might like to work on in this class. Be prepared to brainstorm the different ideas with others. Do not focus on one specific project but be open to developing several ideas you might have.
3. What is a research abstract? Be prepared to discuss in class.

September 21

NO CLASS MEETING

Due: On Moodle: Upload a copy of your TCPS2 Certificate of Completion to moodle by the end day. Upload reading summaries to moodle.

Readings:

Assignment:
1. Provide a short summary of readings. Consider the ways in which the Tri-council policy statement will impact your research project. Consider issues of harm and benefit in regards to your own project.

September 26

Library research class with Reference & Instruction Librarian
Meet at Library Room 531 (5th Floor Scott Library)
[http://www.library.yorku.ca/ccm/ScottTour/mapscott5.htm]

Assignment:
1. Consider some of the primary readings for your area and be prepared with questions for the librarian about how to find further resources on your topic.

September 28

Readings:
1. Alderson & Morrow Chapter 4 & 6.
2. Grieg et. al. Chapter 5 & 8

Assignment:
1. Bring a draft of your research proposal abstract and an outline of your entire proposal (project title, section headings, bullet points for each section etc.). Be prepared to share with the class.

October 3

Readings:

Assignment:
1. Prepare an annotation for each of the readings.
2. Bring in an edited draft of your research proposal.
3. Be prepared with any final questions regarding your research proposals.
October 5

Research Proposal Due

Readings:
1. Review the following two websites/readings to gain an understanding of thick description. Be prepared to discuss:

Assignment:
1. Consider the ethics of observational research with children. What fields rely heavily on observational research and why? What are the differences between observational research and participant-observation research? Be prepared to discuss the positive and negative aspects of observational research.
2. Prepare an idea for an observational research project you will do before next class. You will need to get the project approved so be prepared to share your idea with the class. Guidelines will be discussed in class. You will need to prepare a thick description of the event including a map. Keep fieldnotes as will be asked to share/turn in the notes from the task.

October 10 – NO CLASSES

October 12

Due: Observational research project
Due: Vulnerable Screening Check proof of application (photocopy of receipt)

Readings:

Assignment:
1. Come up with three research techniques for your project that include participant-observation and be prepared to share with the class.
2. Consider a short “participant-observation” task you might do. This task should involve by learning something new from someone. It is best if it is something outside your comfort zone. Guidelines will be discussed in class.

October 17

Readings:

Assignment:
1. Write a leaflet (based on chapter 7 of Alderson & Morrow) for your research project that you will hand out to children and/or guardians explaining your project. You may choose to use images in your leaflet. Make sure you explain clearly (in appropriate language for children and
adults) all of your research approaches and techniques you will be using in your project. You should make two separate leaflets – one for the children and one for their guardians. Each one should be no longer than one single-spaced page.

2. Write a draft of your informed consent letter for your project (one for children and one for guardians) – see example on moodle and base your letter on the letter provided. Refer to Alderson & Morrow Chapter 8.

October 19

Due: Ethics Review Package due (Form 2 – parts A and B), letter of information (leaflet), consent forms.

Readings:

Assignment:
1. Prepare an annotation for each of the readings. Provide a short summary of each chapter and reading.
2. Consider what kinds of interview questions you would ask someone that would provide them the opportunity to reflect on their own childhood. These questions will provide the basis for interviews that you will do.

October 24

Due: Participant-observation assignment (be prepared to share with class).

Readings:
2. Grieg et al. Chapter 9

Assignment:
1. Provide a short summary of each chapter and reading.

October 26

Readings:

Assignment:
1. Prepare an annotation for each of the readings. Provide a short summary of each chapter and reading.
2. Conduct and submit 2 short interviews with adults:
Interview 1:
• Conduct an interview with an adult about their memories of being a child (based on the written questions you prepared). Try to have the participant remember their own life as a child and ask about what life was like for their family members when they were children (i.e. Their parents, grandparents, great grandparents). Try to go back as many generations as they can remember.
• If they have children now, what is it like for them to think about their own childhoods in relation to their children’s lives? If they do not have children, perhaps they have nieces/nephews and/or can reflect on what they perceive childhood now to be like in reflection of their own childhood. Use your list of questions but also feel free to add/delete questions as you go. Your interview should be a minimum of half and hour long.
• This interview should not be recorded. You should only take written notes during the interview and then write a one-page summary of the interview. Be prepared to share your summary with the class.

Interview 2:
• Conduct a short interview with a different adult without preparing any questions. Record and transcribe this interview. Transcription should be no more than one page (single spaced). You may not need to transcribe your entire interview.
• Be prepared to discuss the differences between recording and not recording your interviews and from preparing and not preparing questions to ask. What did you take from both exercises?

October 31

Readings:

Assignment:
1. Be prepared to discuss the readings – what do we learn from engaging children in drawing and creative arts during the research project? Why do we use creative arts in research with children? What other kinds of creative arts might you consider in your own projects?
2. Bring to class some materials for drawing and/or making art (paper, pencils etc).

November 2
Learning workshops

November 7
Learning workshops

November 9
Learning workshops
November 14
Learning workshops

November 16
Learning workshops

November 21
Learning workshops

November 23
Learning workshops

November 28
Final Research Presentations

*** Important Note: You **MUST** attend the research presentations to provide a supportive environment for each other, failure to attend will result in a **10% deduction** of the grade for your final presentation for any time missed (including being late). ***

November 30
Final Research Presentations

December 5

**Due:** Final Research Project Paper

**Readings:**
1. Alderson & Morrow. Chapter 9, 10, 11.

**Assignment:**
1. Be prepared to discuss readings and the two textbooks in general.
   • Was anything missing, in too much detail? Where do the texts leave you as a researcher – do you feel prepared to conduct ethical research? What further questions do you have about the topic?
Examples of learning workshop topics (starting points & ideas – other topics are highly encouraged):

Research with children in institutions:


Research at school:

Jane Elliott and the Blue eye/Brown Eye project.
Film: *A class divided*  
http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html


Research with Children on/of the Street:


Research with Child Soldiers:


Research with Children in their Homes:

Morrow, Virginia. 2008. Ethical dilemmas in research with children and young people about their social environments, *Children's Geographies*, 6:1, 49-61

Bushin, Naomi. 2007. Interviewing with Children in their Homes: Putting Ethical Principles into Practice and Developing Flexible Techniques, *Children's Geographies*, 5:3, 235-251
Research with Youth in Slum communities:

Sen, Aytrec. 2012. ‘Exist, endure, erase the city’ (Sheher mein jiye, is ko sahe, ya ise mitaye?): Child vigilantes and micro-cultures of urban violence in a riot-affected Hyderabad slum. *Ethnography* 13(1): 71-86


Research with Children and Space:


Research with Refugee Children:


1. Senate Policy on Academic Honesty

The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document. Finally, academic honesty requires that persons do not aid or abet others to commit an offence of academic dishonesty, including intentional acts to disrupt academic activities.

Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. A student who is charged with a breach of academic honesty shall be presumed innocent until, based upon clear and compelling evidence, a committee determines the student has violated the academic honesty standards of the university. A finding of academic misconduct will lead to the range of penalties described in the guidelines which accompany this policy. In some cases the University regulations on non-academic discipline may apply. A lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of a student does not constitute a defence against their application. Some academic offences constitute offences under the Criminal Code of Canada; a student charged under University regulations may also be subject to criminal charges. Charges may also be laid against York University students for matters which arise at other educational institutions.

2. Senate Guidelines on Academic Honesty

2.1 Summary of Offences Against the Standards of Academic Honesty

The following summary of offences is not exhaustive, nor are the definitions provided for each offence confined to the examples cited.
2.1.1 Cheating is the attempt to gain an improper advantage in an academic evaluation. Forms of cheating include:

- Obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available;
- Copying another person’s answer to an examination question;
- Consulting an unauthorized source during an examination;
- Disruption of an academic evaluation by any means;
- Obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor;
- Changing a score or a record of an examination result;
- Submitting the work one has done for one class or project to a second class, or as a second project, without the prior informed consent of the relevant instructors;
- Submitting work prepared in collaboration with another or other member(s) of a class when collaborative work on a project has not been authorized by the instructor;
- Submitting work prepared in whole or in part by another person and representing that work as one’s own;
- Offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by a student for appraisal;
- Preparing work in whole or in part, with the expectation that this work will be submitted by a student for appraisal.

2.1.2 Impersonation is to have someone impersonate one’s self in class, in a test, examination or interview, or in connection with any other type of assignment or placement associated with a course or academic program. Both the impersonator and the individual impersonated may be charged.

2.1.3 Plagiarism is the misappropriation of the work of another by representing another person’s ideas, writing or other intellectual property as one’s own. This includes the presentation of all or part of another person’s work as something one has written, paraphrasing another’s writing without proper acknowledgement, or representing another’s artistic or technical work or creation as one’s own. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement.

2.1.4 Improper research practices. Academic research includes the collection, analysis, interpretation and publication of information or data obtained in the scientific laboratory or in the field. Forms of improper research practices include:

- Dishonest reporting of investigative results, either through fabrication or falsification;
- Taking or using the research results of others without permission or due acknowledgement.
• Misrepresentation or selective reporting of research results or the methods used.

2.1.5 Dishonesty in publication. It is a violation of academic honesty to knowingly publish information that will mislead or deceive readers. This includes the falsification or fabrication of data or information, as well as the failure to give credit to collaborators as joint authors or the listing as authors of others who have not contributed to the work. Plagiarism is also considered a form of dishonesty in publication.

2.1.6 Dissemination of information without permission. Information or experimental data that was collected with a member of faculty or another student, and other works that involved the participation of a faculty member or another student, should not be submitted for publication or otherwise disseminated without their permission.

2.1.7 Abuse of confidentiality. Taking or releasing the ideas or data of others that were given with the expectation that they are confidential is inappropriate. This includes the ideas or data obtained via the evaluation of confidential grant proposals, award applications or manuscripts that will be or may have been submitted for possible funding or publication. Unless one is authorized to do so, it is improper to obtain a password assigned to another or to copy or modify a data file or program belonging to someone else. Proper authorization means being granted permission either by the owner or originator of that material, or by an appropriate faculty member or administrator.

2.1.8 Falsification or unauthorized modification of an academic document/record. It is a breach of academic honesty to falsify, fabricate or in any way modify, either through omission or commission, an application to the University or a program, course student examination or test, transcript, grade, letter of recommendation or related document, a degree, a physician’s letter/form or any other document used in support of an academic application, record, petition/appeal or endeavor.

2.1.9 Obstruction of the academic activities of another. It is a violation of academic honesty to interfere with the scholarly activities of another in order to harass or gain unfair academic advantage. This includes interference or tampering with experimental data, with a human or animal subject, with a written or other creation (e.g., a painting, sculpture or film), with a chemical used for scientific study, or with any other object of study.

2.1.10 Encouraging, enabling or causing others to do or attempt any of the above with intent to mislead an instructor, academic unit, program, office or committee as to a student’s academic status, qualifications, actions or preparation, or knowingly aiding or abetting anyone in a breach of academic honesty shall itself be considered misconduct. Taking any action which can reasonably be interpreted as intending to encourage or enable others to commit an offence of academic honesty.

2.2 Summary of Penalties for Academic Misconduct
When verified, violations of academic honesty may lead to the following range of penalties, which may be imposed singularly or in combination for any offence. The following penalties are listed in ascending order of severity.

2.2.1 Written disciplinary warning or reprimand.

2.2.2 Required completion of an academic honesty assignment.

2.2.3 Make-up assignment, examination or rewriting a work, subject to a lowered grade.

2.2.4 Lower grade on the assignment, examination or work.

2.2.5 Lower grade in the course.

2.2.6 Failure in the course.

2.2.7 Permanent grade of record. The grade assigned shall remain as the one grade of record for the course, even if the course is repeated. This penalty can be added to any other penalty, but shall always be attached to the penalty of failure in the course.

2.2.8 Notation on transcript. Notation on transcript can be a separate penalty or it can be added to any other penalty. Transcript notation shall always be included in cases of suspension, withholding or rescinding a York degree, diploma or certificate and expulsion from the University. Transcript notation can be for a limited period, at the end of which the notation will be removed from the student’s transcript. When no period is specified for a transcript notation, a student may petition to the Faculty Petitions Committee to have the notation removed after a period of five years from the date at which the notation was entered, with the exception of notation of expulsion from the University.

2.2.9 Suspension from the University for a definite period, not to exceed 5 years, with transcript notation. Suspension is defined as a penalty of a variable but limited period during which the student may not register in the University, imposed for serious academic offences such as plagiarism and cheating. A student who is otherwise eligible to graduate, but is suspended, may not graduate until the suspension expires or is lifted. This penalty may be awarded only by a Faculty-level committee which is recognized by a Faculty Council as the responsible body to assign this penalty.

2.2.10 Expulsion from the University with transcript notation. Expulsion is defined as permanently terminating a person’s right to continue as a student in the University and to be re-admitted as a student in the University. This penalty is to be imposed for extreme forms and/or multiple incidents of academic dishonesty. Expulsion
from the University may be awarded only by a Faculty-level committee which is recognized by a Faculty Council as the responsible body to assign this penalty.

2.2.11 Withholding or rescinding a York degree, diploma or certificate with transcript notation. When a Faculty decides to rescind a degree, diploma or certificate, the decision, with supporting documentation, must be forwarded to the Senate Appeals Committee for approval on behalf of Senate.

2.2.12 The following penalty is applicable only to students in the Faculty of Graduate Studies. Retroactive withdrawal of a graduate student from a course with a transcript notation of the reason for the withdrawal.