

**GEOG 633 LEC 01 Research & Applications in Remote Sensing Winter 2022: January 10<sup>th</sup> – April 12<sup>th</sup>, 2022**  
**GFC HOURS (3-3)**

| Section | Days     | Time                              | Location  |
|---------|----------|-----------------------------------|-----------|
| LEC 01  | Thursday | Asynchronous/ 11:00 am – 12:15 pm | Web-based |
| B01     | Thursday | Asynchronous/8:00 am – 10:45 am   | Web-based |

|   |  |
|---|--|
| Instructor: Saeid Pirasteh<br>TA Lab Assistant: Kiledar Singh Tomar | Office: TBA  |
| Telephone: 416-835-5930   | Email: <a href="mailto:saeid.pirasteh1@ucalgary.ca">saeid.pirasteh1@ucalgary.ca</a><br>TA Lab Assistant Email: <a href="mailto:kiledar.tomar@ucalgary.ca">kiledar.tomar@ucalgary.ca</a>      |
| Email communication will be through your UCalgary email address.    | Virtual office hours: Friday, 4:30 pm - 6:00 pm (subject to change)/Synchronous in Microsoft Team/Zoom. Additional office hours can be made to support students by appointment if necessary. |

**Note:** Due to the time zone differences, this course is offered asynchronously. This means that you don't need to “attend” the lecture at a scheduled time. However, students must attend the classes and labs within 24 hour period or the time of posting materials. Every week, lecture and lab materials will be posted at the time farmed above. Synchronous office hours meetings will be held via Microsoft Team or Zoom.

The **Department of Geography** condemns the longstanding and continued injustices against those marginalized by racism, sexism, homophobia, transphobia, classism, xenophobia, able-bodied normativity, mental health profiling, and other forms of prejudice. We are pained by the fact that injustices are unevenly borne. <https://arts.ucalgary.ca/news/anti-racism-statement>

**Territorial Acknowledgement**

The Department of Geography would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III. <https://www.ucalgary.ca/indigenous/cultural-protocol>

**Official Course Description**

Review and basic and advanced principles of image analysis. Includes advanced laboratory techniques, integration of remote sensing with GIS, current research in remote sensing, project organization, and data sources for remote sensing.

**Course Objectives**

In a collaborative manner with the instructor, this seminar-based course examines the breadth of current research topics and techniques in earth observation systems including, satellite and drones' photogrammetry and LiDAR technologies for Geographic applications. The topics and techniques will be examined in part through instructor and student-led topic-of-interest lectures, lab assignments, and student-led remote sensing journal article presentations. Lab exercises, to be held asynchronous, will explore the technical aspects of several major Remote Sensing topics using related software like ENVI, Geomatica, Pix4D or Opendrone map or any online (if the license is not available, use free trial) accessible environment and depending on the student's interest. Students will be guided to develop and present their ideas and write a research article to present to their business manager/supervisor and be willing to publish their work in journals or conferences.

**Course Learning Outcomes**

The Department of Geography is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes to which they contribute, and the expected level of achievement.

| Course Learning Outcomes  | PLO(s)*    | Level(s)** |
|---|------------|------------|
| Determine challenges in earth observation data collection, image and point clouds processing, and AI  | 2, 8       | 2, 3       |
| Understand and apply the algorithms used in remote sensing and UAV photogrammetry and LiDAR image and point cloud processing and analysis, for example, SVM | 3, 4, 5, 6 | 1, 2, 3    |
| Explore theoretical and practical foundations of remote sensing images, LiDAR, and API open source and open data  | 1, 2, 4    | 1, 2, 3    |
| Explore advanced research topics in UAV photogrammetry, remote sensing, and LiDAR technologies  | 1, 2, 4, 6 | 2, 3       |

|   |                  |         |
|---|------------------|---------|
| Apply strategies for remote sensing (including laser scanning systems) and UAV photogrammetry applications used for a specific purpose  | 3, 4, 5, 6       | 2, 3    |
| Explore your research interest and determine specific research  | 3, 4, 5, 6       | 2, 3    |
| Explore the impact of AI (ML, DL) in UAV photogrammetry, remote sensing and point clouds data and processing and labelling, segmentation, feature detection and automatic information extraction for shaping the future of the world smart. | 3, 4, 5, 7, 8    | 1, 2, 3 |
| Collaboration and participation in joint presentations and publications   | 1, 2, 5, 7, 8    | 2, 3    |
| Practice public presentation skills   | 1, 2, 4, 5, 7, 8 | 2, 3    |
| Lead seminar presentation on your own topic interest  | 1, 2, 4, 5, 7, 8 | 2, 3    |
| Write technical report and article for publication  | 5, 7, 8          | 2,3     |

\*PLOs = Program Learning Outcomes: 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills.

\*\*Levels: 1 = Introductory, 2 = Intermediate, and 3 = Advanced.

### Prerequisites

Consent of the Department

However, students must have intermediate to strong Remote Sensing skills, such as the skills obtained in courses like GEOG 484, and they must be proficient with software like ArcGIS, ENVI or Geomatica and Pix4D etc.

### Course Format

All lectures and student presentations will be asynchronous, and materials will be uploaded on D2L for students. (a) Post pre-record video on the D2L, (b) post assignments, (c) post readings, (d) post videos, (e) post questions, (f) post the lab exercises etc., at the class time given in the above schedule. The course method applies lectures, presentations, reading materials, questions, assignments, review papers and then asks students to brainstorm, explore issues and express opinions, discussion and reflection and post them on the D2L for review and feedback.

### Course outline

| Week/Date/posting date   | Topic  | Assignment/test/Due date   |
|--------------------------|--|--|
| Week 1 (13 Jan)/(13 Jan) | Course overview and introduction   | Group sign-up and students' introduction-D2L post: Due 19 Jan                      |
| W 2 (20 Jan)/(20 Jan)    | Overview of earth observation and linkage to GIS and what's about today? applications for disasters management   | A1-D2L post: Due 26 Jan  |
| W 3 (27 Jan)/(27 Jan)    | Fundamental of LiDAR and applications  | Readings & reflection1-D2L post: Due 2 Feb   |
| W 4 (3 Feb)/(3 Feb)      | Drones for large-scale applications mapping: challenges and possible solutions   | No Assignment  |
| W 5 (10 Feb)/(10 Feb)    | Quality control of UAV photogrammetry projects: from theory to practice  | No Assignment  |
| W 6 (17 Feb)/(17 Feb)    | Remote sensing images and point clouds processing techniques: Support Vector Machine (SVM)   | A2-D2L post: Due 23 Feb  |
| W 7 (21-26 Feb)          | Reading week   | No lecture/Lab/Office hours  |
| W 8 (3 Mar)/(3 Mar)      | Midterm exam: <b>Test 1</b>  | D2L post: Due 3 Mar: 11:00 am – 12:15 pm   |
| W 9 (10 Mar)/(10 Mar)    | Remote sensing computer vision and GeoAI: satellite images for dynamic maps in agricultural mapping  | Readings & reflection2-D2L post: Due 16 Mar  |
| W 10 (17 Mar)/(17 Mar)   | Applications and examples of the use of images and GIS for generating dynamic maps in a specific application, research for a specific purpose and project and writing an article | Group presentation by students facilitated by the instructor -D2L post: Due 17 Mar |
| W 11 (24 Mar)/(24 Mar)   | Point clouds, satellite and drone images for 3D visualisation including, DEM, DTM, DSM   | Group presentation by students facilitated by the instructor -D2L post: Due 24 Mar |
| W12 (31 Mar)/(31 Mar)    | Overview to algorithms and scripting in Python/Pycharm etc. for image and point cloud processing using open  | Group presentation by students facilitated by the instructor -D2L post: Due 31 Mar |

|                      |  |                     |
|----------------------|--|---------------------|
|                      | sources like GitHub and ML Hub-Radiant: examples |                     |
| W 13 (7 Apr)/(7 Apr) | Course wrap up and <b>Test 2</b>                 | D2L post: Due 7 Apr |

**Note 1:** In week 1 (13 Jan) of the course, students are requested to provide a 2-3 minute introduction of “about me” presenting background, prior knowledge to the course contents, strengths, research interests, and say what does he/she expect to make the course effective? Students will post the introduction to D2L. Option: (a) video, (b) audio, (c) in written, (d) figure, and (e) ppt slides (maximum 2 slides).

**Note 2:** The instructor will post all assignments under “discussion” tool and reading materials under “My Tools>Reading list (Lenganto)” tool on D2L after the class is over. The instructor will post questions on D2L under “Assessments>Quizzes” tool at the time of the class (see schedule table above) for taking the tests. Each student posts the readings’ reflections under “discussion” tool and answers under “Assessments>Quizzes” tool on D2L. Students will post group presentations on D2L under “discussion>Group and Section Restrictions” tool at the class time indicated in the schedule table. Student can submit final group research papers or individually on D2L under “Assessments>Quizzes” tool. The TA is responsible for posting the lab exercises and all grading of the Labs. Individual or group lab exercises can be posted under “Assessments>Dropbox” tool on D2L. Please contact the TA regarding Lab concerns. Students can contact the instructor and TA by email for any questions and enquiry.

**Note 3:** Due to the difference in time zones, the students are provided 24 hours to complete and submit the answers to questions, tests, and group presentations etc.

**Note 4:** Due to any unpredictable internet or device issues, or any questions related to the course, students may contact the instructor and TA either during office hours or at any time with an appointment.

### Learning Resources

There is no required textbook for this course. Required readings will be made available and will draw from academic articles, technical documentation, and industry white papers. However, the instructor may recommend specific reading materials for every topic and lesson at the end of the class– notifications will be posted online, and additional readings will not require purchase. Subsequently, the Internet will serve as an invaluable resource for information in this course; published peer-reviewed journal articles will form the bulk of the sources for topics. There are, however, several textbooks that make for good general reference material. It would be advantageous for students to own or gain access to one or more of the following texts:

- Amy E. Frazier and Kunwar K. Singh, 2022: Fundamentals of Capturing and Processing Drone Imagery and Data. ISBN 9780367245726, Published July 27, 2021 by CRC Press, 385 Pages 180.
- Lillesand, T. M, Keifer, R. W., and Chipman, J. W., 2015: Remote Sensing and Image Interpretation. 7<sup>th</sup> Edition. Wiley, pp 736.
- Northey, M. and D.B. Knight, 2012: Making Sense, A Student’s Guide to Research and Writing in Geography and Environmental Sciences, Fifth Edition. Oxford University Press.
- Vosselman, G., and Hans-Gerd Maas, 2010: Airborne and Terrestrial, Laser Scanning. CRC Press LLC, Taylor and Francis Group, pp 342.
- Steven M. De Jong, Freek D. Van Der Meer. 2005: Remote sensing image Analysis: including the Spatial domain. Kluwer Academic Publishers. eBook ISBN: 1-4020-2560-2. Pages 370.

### Assessment Methods

The following online evaluation components will be used to determine the overall grade in this course.

#### *Component 1 – Examinations & assignments:*

|  |     |
|--|-----|
| Test 1 (begins 3 Mar @ 11:00 am, ends 3 Mar @ 12:15:00 pm)                           | 10% |
| Test 2 (begins 7 Apr @ 11:00 am, ends 7 Apr @ 12:15 pm)                              | 10% |
| In-class/outside class assignments (readings’ reflection, worksheets, quizzes, etc.) | 20% |

#### *Component 2 – Lab assignments & participation:*

|   |     |
|---|-----|
| Minimum 3 Remote Sensing lab assignments (weights vary with assignment) | 30% |
| Online participation and engagement                                     | 5%  |

#### *Component 3 – Term project assignment:*

|   |     |
|---|-----|
| Group Oral presentation (to be scheduled 17 Mar – 31 Mar)             | 15% |
| Comprehensive term project report/article (due by 11:59 pm on 29 Apr) | 10% |

Details about each evaluation component, such as lecture topics, assignment topics and deadlines, participation expectations, presentations etc., will be provided at the beginning of the course.

**Note 1:** *Students will sign up for a group presentation on D2L. The number of groups and presentation time amount is based on the number of students and will be determined accordingly. Each group of students will select a topic from the course outline table (Week 10, 11 and 12). Each presentation is limited to 10-15 slides. It is an oral presentation on ppt slides. Students will submit lecture assignments on D2L on due time. The instructor will evaluate them and provide feedback whenever required.*

*Lab assignments will be posted by the TA lab assistant on the D2L. Students will complete the assignments and submit them to the TA lab assistant on the D2L for evaluation.*

**Note 2:** *To successfully pass this course, students must earn a passing grade for each of Evaluation Components 1, 2, and 3 above (see Grading System above).*

**Note 3:** *The instructor will make the assessment of the above components (assessment method) at the earliest time during the course period, and the instructor and TA will post the final assessment of the course within one to two weeks after completion of the course. If a student concerns about the assessments can contact the instructor for accommodation requirements.*

There is no final examination. Online tests are scheduled on 3 Mar and 7 Apr 2022, and it is mandatory that you complete these exams on the scheduled date and time. The midterm tests are a time-limited exam (75 minutes duration; expected completion time is 45 minutes) that must be completed within the class time (11:00 am-12:15 pm) period (see the schedule table above). However, due to time zones difference, students are flexible up to 24 hours for submission. From 17 Mar (week 10) to 31 Mar (week 12), students will select a topic (optional) and deliver pre-recorded oral presentations indicated in the outline of the course table above. The instructor will facilitate, review, and reflect on the presentations to enrich/empower the lesson learning outcomes. There are assignments and readings in-class and outside of the class. The completed assignments and readings' reflection will be posted on D2L by students and reviewed and commented on by the instructor. Students will submit a final comprehensive term project/article on D2L for review and assessment. The final assessment of all activities determines the overall grade in this course.

All written assignments and reports, oral presentations, and examinations in this course will be asynchronous and open-book. Students are welcome to consult any resource materials they like during examinations, including course notes, web pages, textbooks or other literature, etc. However, once a student has begun an examination, they may not communicate with another person, nor shall they consult shared notes regarding the substance of the exam until the exam period has closed.

- It is essential to pass all components to pass the course as whole.
- Open books for tests/quizzes etc., are allowed. Using any search engine like Google engine etc., is not allowed.
- Tests/quizzes and all assignments etc., must be completed in one sitting and the given restricted time window (see course outline).
- While we recognize that cameras are a poor substitute for an actual classroom, however, to help create a genuine sense of community, the instructor may request all students keep the camera on where and when possible. If students feel unexpected issues where it is impossible or inappropriate for some of us to have our cameras on, students can consult the instructor. This will be particularly important when attempting the tests/quizzes or, students do group work and class activities.
- During the tests/quizzes, students are not allowed to use another device, for example, a laptop or smartphone, or use the second monitor to switch between screen and answers. Do not share the screen with anyone. Students are prohibited from sharing questions with another person or attempting the tests/quizzes by another person. Presentations and Lab exercises are allowed to attempt individually or in a group collaboration (with your group assigned) when instructed (see course outline section).
- Late assignment policy: Late assignments will be assessed a penalty of 10% per day or a portion thereof past the assigned deadline. If you anticipate that you will not meet a deadline for an assignment, contact your instructor or teaching assistant at least one business day before the deadline to discuss whether an extension can be granted. No extensions will be provided after the deadline. Missed term tests or assignments will automatically receive a grade of zero (0). If a student has missed a required component of the course, they must contact the instructor immediately to discuss whether accommodations can be made.

If extenuating circumstances contributed to a missed component, accommodations might include options such as assigning an alternate evaluation component or waiving the component and reweighting of the overall course grade, at the instructor's discretion (see the University Calendar – Academic Regulations section G.1.1 Course Assessments and Absences for procedures on missed term tests and assignments).

**Exemptions to the Examination and Tests Regulations (if applicable)**

Instructors are required to follow university regulations regarding Examinations and Tests, which are specified in the University Calendar at: <https://www.ucalgary.ca/pubs/calendar/current/g.html> If there are exemptions to the Examination and Tests regulations which are made on pedagogical grounds (with the approval of the Dean or the Dean's designate) they must be clearly stated here.

**Grading System**

|          |    |         |    |         |    |
|----------|----|---------|----|---------|----|
| 96 – 100 | A+ | 77 – 80 | B  | 59 – 61 | C- |
| 90 – 95  | A  | 71 – 76 | B- | 55 – 58 | D+ |
| 86 – 89  | A- | 65 – 70 | C+ | 50 – 54 | D  |
| 81 – 85  | B+ | 62 – 64 | C  | 0 – 49  | F  |

OR <https://www.ucalgary.ca/pubs/calendar/current/f-1.html>

|    |      |  |
|----|------|--|
| A+ | 4.00 | Outstanding performance  |
| A  | 4.00 | Excellent performance  |
| A- | 3.70 | Approaching excellent performance  |
| B+ | 3.30 | Exceeding good performance   |
| B  | 3.00 | Good performance   |
| B- | 2.70 | Approaching good performance   |
| C+ | 2.30 | Exceeding satisfactory performance   |
| C  | 2.00 | Satisfactory performance   |
| C- | 1.70 | Approaching satisfactory performance.  |
| D+ | 1.30 | Marginal pass. Insufficient preparation for subsequent courses in the same subject |
| D  | 1.00 | Minimal Pass. Insufficient preparation for subsequent courses in the same subject. |
| F  | 0.00 | Failure. Did not meet course requirements.   |

**Flexible Grade Option (CG Grade)**

<https://www.ucalgary.ca/pubs/calendar/current/f-1-3.html>

**Additional Course Information**

Any additional course information, materials and guidelines will be provided to students throughout the course when required. In the event that a student misses a midterm or any course work due to illness, supporting documentation, such as a medical note or a statutory declaration may be requested <https://www.ucalgary.ca/pubs/calendar/current/m-1.html> Please refer to <https://www.ucalgary.ca/registrar/registration/appeals/student-faq> for frequently asked questions concerning the provision of a medical note/statutory declaration.

**Exams & Deferrals** <https://www.ucalgary.ca/registrar/exams>

**Supplementary Fees**

Not applicable

**Referencing Standard**

In written work presented in this class, the accepted method for referencing the work of others will be the Chicago Manual of Style: <https://www.chicagomanualofstyle.org/home.html>

**Important Dates**

The last day to drop this course and receive a tuition fee refund is **Thursday, January 20<sup>th</sup>, 2022**. The last day to withdraw from this course is **Tuesday, April 12<sup>th</sup>, 2022**. No classes February 20 – 26<sup>th</sup>, 2022.

For additional detailed course information posted by the instructor, visit the course Desire2Learn page online at <https://d2l.ucalgary.ca/d2l/home>.

**Writing support**

Please note writing support resources provided by the Student Success Centre <https://ucalgary.ca/ssc/resources/writing-support> and the library <https://library.ucalgary.ca/guides/writinghelp>

**University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

**Plagiarism, Cheating, and Student Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

**Instructor Intellectual Property**

Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

**Freedom of Information and Protection of Privacy**

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

**Research**

Students will not participate as subjects or researchers on human subjects in this course. Students shall ensure the quality and integrity of the research, seek informed consent, respect the confidentiality and anonymity of the research respondents, and ensure that will participate in your study voluntarily. Visit <https://www.ucalgary.ca/provost/teaching-learning/recordings-learning-environments> for audio or video for lesson capture, assessment of student learning, and/or self-assessment of teaching practices.

**Posting of Grades and Picking-up of Assignments**

Graded assignments will be returned by the instructor or teaching assistant personally during scheduled lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Geography's main office and assignments cannot be dropped off at the Department Office.

All evaluation materials for this course (e.g., tests, assignments, readings, reflections, presentations, worksheets) must be submitted electronically using the course workspace in Microsoft Teams or D2L. Graded assignments will be returned by the instructor or TA using the gradebook in Microsoft Teams/Zoom or D2L.

**Academic Accommodations**

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at: <https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing to their instructor or the Department Head (email: [freeman@ucalgary.ca](mailto:freeman@ucalgary.ca)).

### **Online courses**

Virtual face-to-face meetings in this course will use the video calls capabilities of Microsoft Teams/Zoom for office hours or any additional meetings if required. These video calls allow us to meet at specific times for a “live” video conference so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

### **Learning Technologies and Requirements**

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology.

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updates web browser
- Webcam (built in or external)
- Microphone and speaker (built in or external) or headset with microphone
- Broadband internet connection
- A mouse and a keyboard
- Cloud like One drive or Google drive (if required), ENVI, Geomatica, ArcGIS software suite (ArcGIS, Arc Pro, etc.), Anaconda suite like Python (Jupyter or Pycharm may be required), Zoom and Microsoft Team. Note 1: If the software is available, students do not need to purchase. For example, Anaconda can be downloaded free. Note 2: If logging in remotely to software, then students will find them listed as available either through remote login or University software licensing.

### **Use of internet and electronic devices in class**

The technology used in this course and the classroom will enhance the students’ learning environment. The instructor is responsible for deciding when, if, and which type of technology may be required to be used during class. Students are not allowed to use any technology that degrades the learning environment or promotes dishonesty. Any use of illegal activities may be prohibited.

### **Timed Assessments for Online and Blended Courses**

- Synchronous classes: Online tests and/or timed assessments have a due time within the scheduled class time, except in those special cases where prior approval has been obtained from the Dean of the faculty offering the course.
- Asynchronous classes: The submission date and time for a timed assessment is to be clearly stated in the course outline.

See Notes in the assessment method and course format sections.

### **Guidelines for Zoom Sessions**

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published with the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment.

Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g., Student Non Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

### **Media Recording (if applicable)**

Please refer to the following statement on media recording of students: [https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP\\_FINAL.pdf](https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf)

### **Course evaluations and student feedback**

Student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms.

### **Accessibility**

Visit <https://elearn.ucalgary.ca/category/yuja/getting-started-yuja/>

Students can see the course materials (visually) to get all the information presented in this asynchronous course. Pre-recorded lectures will be posted on the D2L and will be available on the course workspace, and recorded videos will be provided with automatic captioning whenever possible.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Act.

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Students requiring assistance are encouraged to email the **Student at Risk line** if they or others appear to need wellness assistance: [sar@ucalgary.ca](mailto:sar@ucalgary.ca) For more immediate response, please call: 403-210-9355 and select option #2.

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **Contact Information for Student and Faculty Representation**

- Student Union VP Academic 403-220-3911, [suwpaca@ucalgary.ca](mailto:suwpaca@ucalgary.ca)
- Students Union Representatives for the Faculty of Arts – 403-220-3913, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)
- Student Ombuds Office information can be found at: [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/)

### **Emergency Evacuation/Assembly Points**

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For



more information, see the University of Calgary's Emergency Management website: <https://www.ucalgary.ca/risk/emergency-management>

**Campus Safewalk**

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.