



PLAN 4001.06/ **Environmental Planning/Urban Design Studio**
4002.06

Term Fall 2017

Time Tuesday and Thursday, 9:35am-12:25pm

Credits 6

Location HB2

Instructor Ren Thomas (HB18)
Office hours: Tuesdays 1:00-3:00pm

Description This studio provides an applied project context for looking at issues related to the design of cities, especially their core areas. Students explore various urban design and environmental planning options. Students provide a service to the local community by working through projects where local community groups or agencies have identified real needs for information and advice.

(PLAN 3001.03 or GEOG 3001.03) and (PLAN 3002.03 or GEOG 3002.03) and (PLAN 3005.03 or GEOG 3005.03) and (PLAN 3006.03 or GEOG 3006.03) and admission to Honours program; OR admission to graduate program.

Canada Mortgage and Housing Corporation (CMHC) Student Challenge for Affordable Rental Housing

For the Fall 2017 topic we will be entering CMHC's competition for students to design a project that adds new affordable rental units to Halifax. Our partner on this project is WSP (Jeff Haggett), who will be providing technical and planning guidance and advice to the class. CMHC is looking for a project that is as well developed as possible and includes innovative models of design or finance, resource efficiencies in the design, and demonstrates long-term viability/sustainability without long-term government subsidies. Our site is bounded by Quinpool Road, Quingate Place, and Windsor Street in HRM District 8.

Objectives and Learning outcomes We will develop an understanding of how nature and culture influence a sense of place. We will also consider ways to develop public land and use infrastructure investments to help make attractive and functional places that are meaningful, lasting, and sensitive to community aspirations for a better place to live, work, and play. This exploration will include consideration of planning and design theory as well as technical design requirements and processes.

More specifically, course objectives include:

1. Strengthening understanding of the importance of natural and built form, community aspirations, and the regulatory environment as the basis for good design.
2. Using techniques of observation, analysis, and synthesis to identify constraints and opportunities for development.
3. Developing principles and criteria for design interventions.
4. Developing technical knowledge and skills needed to propose specific design interventions and policy recommendations.
5. Strengthening written, graphic, and oral communication skills.
6. Working effectively with project partners.

We will focus on the following Professional Standards Board professional competencies:

1. History and Principles of Community Planning: history, theory, ideals and principles
2. Plan and Policy Considerations: Environmental and sustainable development issues, diversity and inclusiveness, strategic information and analysis
3. Plan and Policy Implementation: engage key stakeholders, understand political climate, managing complexity, uncertainty, and change
4. Interpersonal: Integrity and trust, negotiation, collaboration and consensus building, conflict management
5. Critical Thinking: Problem solving, research and analytical, decision making
6. Communications: Listening, written, oral, and graphic communication, use of information technology, relations to supervisors, clients, officials, and the public
7. Leadership: team work and team building

Format

Studio 6 hrs (one term)

Readings

L=Available through Library, B=Available on Brightspace, W=Publicly available on Web

September 5-21: Site/Landscape Analysis

Canada Mortgage and Housing Corporation (CMHC). (2017). Innovation Fund website www.cmhc.ca/innovationfund

City of Calgary. (2012). *Affordable Housing Development and Design Guidelines*.

Calgary: City of Calgary, Office of Land Servicing and Housing. **W**

<http://www.calgary.ca/CS/OLSH/Documents/Affordable-housing/Affordable%20Housing%20Development%20and%20Design%20Guideline%202012%20Update.pdf?noredirect=1>

Halifax Regional Municipality. (2007). *A Guide to Open Space Design Development in Halifax Regional Municipality*. Halifax: Halifax Regional Municipality. **W**

<https://www.halifax.ca/regionalplanning/documents/AGuidetoOpenSpaceSubdivisionMay2007.pdf>

Halifax Regional Municipality. (2013). *Municipal Design Guidelines*. Halifax: Halifax Regional Municipality. **W**

<https://www.halifax.ca/designcon/design/documents/PartA-DesignGuidelines.pdf>

Whyte, W.H. (1979). The social life of small urban spaces. Vimeo website. **W**

<https://vimeo.com/111488563>

Project for Public Spaces. (2015). Placemaking Resources. Project for Public Spaces website. **W** <http://www.pps.org/reference/reference-categories/placemaking-tools/>

October 12-19: Target Demographic and Policy Model

Donovan, M. (2016). Seeking shelter from the storm. *The Coast*. May 5, 2016.

<http://www.thecoast.ca/halifax/seeking-shelter-from-the-storm/Content?oid=5373749>

Halifax Regional Municipality. (2011). *Affordable Housing Functional Plan Update: Information Report*. Halifax: Halifax Regional Municipality, Community Planning and Economic Development. **W**

<http://halifax.ca/boardscom/SCcped/documents/AffordHousrpt.pdf>

Halifax Regional Municipality. (2015). *Housing Needs Assessment*. Halifax: Halifax Regional Municipality. **W**

<http://www.halifax.ca/boardscom/SCcped/documents/HousingNeedsAssessmentInfoReportOct152015wattachmentsWeb.pdf>

Sewell, J. (1994). *Houses and Homes: Housing For Canadians*. Toronto: James Lorimer & Company Ltd. Chapter 1, "Overview", p1-15. **L [On Reserve at Sexton]**

October 26-November 2: Financial Feasibility and Funding Sources

Black, J. (2012). The financing and economics of affordable housing development: Incentives and disincentives to private-sector participation. University of Toronto: Cities Centre Research Bulletin 45. **W**

Canada Mortgage and Housing Corporation. (n.d.) Equity, funding, and financing. https://www.cmhc-schl.gc.ca/en/inpr/afhoce/afhoce/tore/.../equity_funding_EN.pdf Accessed August 1, 2017. **W**

Canada Mortgage and Housing Corporation. (2014). CMHC Tools for Affordable Housing Development. Presentation for Celebration of National Housing Day, Renfrew, November 19, 2014. **W**

Lemmon, W.A. (2007). Proforma 101: Getting familiar with a basic tool of real estate analysis. *Planning Commissioners Journal* 65: 1-10. **W**

Requirements

Students are expected to:

1. Work as individuals to develop the technical skills needed for the assignments
2. Work in groups to prepare site and landscape plans, floor plans, target demographic and policy model, financial feasibility and funding sources, and sustainability framework for an affordable rental housing project
3. Work in groups to analyse the context, develop design principles and design concepts
4. Work in groups to prepare a comprehensive set of drawings and report, which will be submitted as a print and an electronic document in .pdf format.

Evaluation	Assignment	Type	Percentage
	Assignment 1: Site Plan and Landscape Plan	Group	10
	Assignment 2: Floor Plans	Group	10
	Assignment 3: Target Demographic and Policy Model, Transferability	Group	10
	Assignment 4: Financial Feasibility and Funding Sources, Transferability	Group	10
	Assignment 5: Sustainability Framework	Group	10
	Group Contract and Evaluation	Individual	15
	In-class exercises	Individual	35
	Total		100

Lectures, Studios, and In-class Exercises

I assume participation of the students in both Lectures and Studios. Participation includes studying the relevant literature beforehand and engaging in on-the-spot applications. Knowledge of lectures, presentations and discussions during the class, not only of the literature, will be tested in the in-class exercises. Participation in the interactive Studio sessions is obligatory and will be controlled. Students missing more than two of these sessions will be required to do an extra assignment. Students missing more than two will be not allowed to take part in the final presentation to the client. In-class exercises must be completed and handed in by the end of class on the day they are assigned. Students missing the class (for whatever reason) will not receive a grade on the exercise—no exceptions. Each exercise is valued at three percentage points of the final grade.

Assignments

All assignments must submitted on paper at the beginning of class and as a .pdf on Brightspace. All assignments should be written in an academic style. Citations and reference list should be in APA format:
https://libraries.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/apa_style6.pdf

All assignments must be delivered on time. If they are not, and up to two days of delay, ten percent (out of 100) will be subtracted from the mark. In the case of more than two days of delay the assignment will not be graded. “Days” include holiday and weekend days.

Detailed instructions for all assignments, including assessment criteria, are on p. 11-12 of this syllabus.

Evaluation of Assignments, Feedback

The instructor will give directions for the study of the literature during the Lecture sessions, and feedback during the Studio sessions. Written comments will accompany the assignment grade. If more explanation is needed, the student can make an appointment with the instructor. The instructor will give directions for the assignments during the introductory session, and will provide feedback during the Studio and Presentation/Feedback sessions.

The instructor will communicate the final grade in the official Dalhousie format by the date required by the School of Planning.

General criteria for assignments:

- **Structure:** Is the assignment structured and formatted as required? Do text, figures and tables complement each other?
- **Argumentation/Analysis:** Is the argumentation clear and consistent? Is there evidence of original insights and of critical and creative approaches?
- **Writing Quality:** Is the paper clearly organized with a professional tone? Is it written according to the guidelines for scientific publications? Are literature references appropriate and correctly reported?
- **Grammar:** Is the paper easy to read and grammatically correct?

Specific criteria for design-based assignments:

- **Structure:** Is the problem definition clear and supported by evidence? Have design principles been based upon analysis of the problem/ site/ landscape/ demographics?
- **Analysis:** Is the problem/ site/ landscape/ demographics analysis sound? Does it give insight into critical factors and relationships on which to base design principles? Are the design principles clearly linked to these factors and relationships?
- **Writing quality:** Does the assignment communicate in a clearly organized way, using a professional tone? Is the paper easy to read and grammatically correct? Are literature references appropriate and correctly reported?
- **Graphic/visual elements:** Is the design solution clearly related to the problem? Is the solution creative? Is it realistic? Is it presented in a way that is clear to a non-expert? Is there a balance of white space/graphics/text?

Group Contract and Evaluation

All students will develop a group contract with their group members which will outline the goals they want to achieve and skills they want to gain for Assignments 1-5, as well as their goals for managing time and performance. The group contract will be developed during Week 1 of the term. Group evaluations will be conducted in Weeks 6 and 12, which will allow group members to evaluate how well they and other group members are doing. The group contract and evaluation will be worth 15% of the final grade.

I assume equal contribution of group members to the final report. In particular, all the students must be present when the group presents their work, all will participate in the development of a group contract during Week 1, and all will evaluate each other's progress in Weeks 6 and 12. The same grade will be given to all students in the group, but the group evaluation allows students to evaluate each other in terms of meeting the expectations laid out in the group contract. In cases of prolonged illness or other circumstances requiring student absences from group meetings/work, please contact the course coordinator as soon as problems emerge.

Course Schedule

L=Lecture, S=Studio time, P=Presentation/Feedback

Week	Date & Time	Activity	Contents
1	Tuesday September 5	L	Introduction to issues in affordable housing, instructions, discussion guidelines, drawing/scale demo
	Thursday September 7	L/S	Site characteristics, groups and group contracts
2	Tuesday September 12	S	Site visit and client meeting: Meet on site at 9:30am
	Thursday September 14	S	Site/landscape analysis
3	Tuesday September 19	S	Site/landscape analysis
	Thursday September 21	S	Floor plans
4	Tuesday September 26	L/S	Pro forma demonstration: Neil Lovitt, Turner Drake
	Thursday September 28	L/S	Floor plans
5	Tuesday October 3	S	Floor plans
	Thursday October 5	S	Floor plans
6	Tuesday October 10	P	Mid-Term Progress Point for Assignments 1-5 (Presentations) Mid-Term Group Evaluation
	Thursday October 12 (Ren away)	L/S	Target demographic and policy model (Brightspace exercise)
7	Tuesday October 17	S	Target demographic and policy model
	Thursday October 19	S	Target demographic and policy model
8	Tuesday October 24	L/S	Pro forma demonstration: Neil Lovitt, Turner Drake
	Thursday October 26	S	Financial feasibility and funding sources
9	Tuesday October 31	S	Financial feasibility and funding sources
	Thursday November 2	S	Financial feasibility and funding sources
November 6-10 Fall Study Break: No Class			
11	Tuesday November 14	L/S	Financial feasibility and funding sources
	Thursday November 16	S	Sustainability framework (site and materials)
12	Tuesday November 21	S	Sustainability framework (site and materials)

	Thursday November 23	S	Sustainability framework (site and materials) Potential presentation to project partners
13	Tuesday November 28	S	Sustainability framework (site and materials) Potential presentation to project partners
	Thursday November 30	P	Assignments 1-5 due: Final Progress Point Final Group Evaluation , course evaluation
Assignments 1-5 Mid-Term Progress Point Tuesday October 10, 9:30am !!			
Assignments 1-5 Final Progress Point, Thursday November 30, 9:30am !!			

Assignments

Assignments 1, 2, 3, 4, and 5 are parts of a whole: a comprehensive set of drawings and a final report. Each Assignment is worth 10% of the course grade for a total of 50%. The set of 5 assignments will be evaluated twice: once in Week 6 (Tuesday October 10) for 20/50 points, and again in Week 12 (Thursday November 30) for 30/50 points. Students will work in groups of five. Each group will prepare a set of drawings including:

- Site plan
- Landscape plan
- Floor plan(s)
- Sustainability framework

and a report that presents:

- Executive summary
- Table of contents
- Project purpose and context (e.g. competition description, site and landscape analysis, design goals and objectives)
- Proposed design (with drawings folded/reduced to fit), including floor plans, target demographic and policy model/transferability, financial feasibility/transferability and sustainability framework)
- Conclusions
- Reference list

Assignment 1: Site and Landscape Plans

The basis for this project is the analysis of the site's unique characteristics, including views, access, traffic/transit/cycling/walking, slope, vegetation, and sustainability issues.

- What are the physical and/or social characteristics of the area (historic and present)?
- Are there any unique features that should be taken into consideration when designing a rental housing project on this site?
- What environmental considerations exist on this site (e.g. habitat, drainage, remediation) related to a rental housing project?

Assignment 1 is worth 10% of the final grade. This is a group assignment and should include 2-5 pages (600-1,500 words) of text, double-spaced, following the general and specific criteria listed in the Evaluation section of the syllabus, and at least two panels (24" x 36"). The panels must include at least one drawing of the entire site including important characteristics (e.g. property line, buried utilities, views), and at least one drawing of the entire site including landscape elements (e.g. trees, shrubs,

slopes, hard landscape elements). Drawings must be presented at a recognizable scale as discussed in class (e.g. 1:500) and include appropriate information in a standardized title block.

Assignment 2: Floor Plans

Assignment 2 will include floor plans for each floor of the proposed rental housing building. Your group must consider the numbers of each type of household that will live in the building, the ratio of communal to private space, and the entry/exit points of the units and the building. It is expected that the floor plans will respect the site and landscape characteristics developed in Assignment 1.

Assignment 2 is worth 10% of the final grade. This is a group assignment and should include 2-5 pages (600-1,500 words) of text, double-spaced, following the general and specific criteria listed in the Evaluation section of the syllabus, and at least two panels (24" x 36"). The panels must include at least one drawing of the entire site showing the location of the building, and at least one drawing of the plan for the first and upper floors (if there is variation). Drawings must be at a recognizable scale as discussed in class (e.g. 1:100 metric) and include appropriate information in a standardized title block.

Assignment 3: Target Demographic and Policy Model

Assignment 3 will include information on the target demographic group(s) for the rental project and the policy framework within the HRM and Nova Scotia. Your group should consider:

- What demographic groups are most in need of affordable rental housing in the HRM?
- What are the relevant policies (municipal, provincial, and federal) supporting your proposal?
- Do you propose an innovative institutional/policy approach? If so, explain the approach
- Would your proposal be transferable to other Canadian municipalities?

Assignment 3 is worth 10% of the final grade. This is a group assignment and should include 5 pages (1,500 words) of text, double-spaced, following the general criteria listed in the Evaluation section of the syllabus, and at least two panels (24" x 36").

Assignment 4: Financial Feasibility and Funding Sources

Assignment 4 will include an analysis of the financial feasibility of your proposed rental housing project. We will have a guest lecture twice during the term to guide you through the Pro Forma process. It is also expected that your group consider funding sources for your project, and whether your proposal would be transferable to other Canadian municipalities (e.g. are the funding sources or project costs much different in Nova Scotia?)

Assignment 4 is worth 10% of the final grade. This is a group assignment and should include 5 pages (1,500 words) of text, double-spaced, following the general criteria listed in the Evaluation section of the syllabus.

Assignment 5: Sustainability Framework (Site and Materials)

Assignment 5 will include a sustainability framework for your proposed rental housing project. This should include the social, environmental, and financial aspects of sustainability and should include:

- The potential for building community within the site and connecting residents to the city
- Considerations about materials used in the construction of the building, and for environmental protection/enhancement of important site features
- Financial considerations that could impact the long-term success of the project (e.g. more efficient energy usage that could result in lower utility bills, landscape planting that requires less water)

Assignment 5 is worth 10% of the final grade. This is a group assignment and should include 5 pages (1,500 words) of text, double-spaced, following the general and specific criteria listed in the Evaluation section of the syllabus, and at least two panels (24" x 36"). The panels must include at least one drawing of the entire site, and at least one drawing showing design details. Drawings must be at a recognizable scale as discussed in class (e.g. 1:50, 1:100) and include appropriate information in a standardized title block.

Notes on university regulations

Academic Integrity At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (*The Center for Academic Integrity, Duke University, 1999*). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

What does academic integrity mean?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

How can you achieve academic integrity?

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- make sure you understand Dalhousie's policies on academic integrity (see http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html)
- do not cheat in examinations or write an exam or test for someone else
- do not falsify data or lab results

Be sure not to **plagiarize**, intentionally or unintentionally, for example...

- clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- do not use the work of another from the Internet or any other source and submit it as your own
- when you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor. (These examples are a guide and not an exhaustive list.)

Where can you turn for help?

If you are ever unsure about any aspect of your academic work, contact me [your instructor] (or the TA):

- Academic Integrity website (see http://www.dal.ca/dept/university_secretariat/academic-integrity.html) - Links to policies, definitions, online tutorials, tips on citing and paraphrasing.
- Writing Centre (see http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html) - Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations.
- Dalhousie Libraries (see http://libraries.dal.ca/writing_and_styleguides.html) - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service (see <http://www.dsu.ca/services/community-student-services/student-advocacy-service>) - Assists students with academic appeals and student discipline procedures.
- Senate Office (www.senate.dal.ca) - List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

What will happen if an allegation of an academic offence is made against you?

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (see http://www.dal.ca/dept/university_secretariat/academic-integrity.html) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors.
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process -- If the case proceeds, you will receive a PENDING grade until the matter is resolved.
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University.
- Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

To find out more about intellectual integrity, please refer to the Academic Calendar or the [Academic Integrity pages of the Dalhousie website](#).

**Student
Accessibility and
Accommodation**

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see the [Dalhousie Accessibility pages](#) for more information and to obtain Form A - Request for Accommodation.

A note taker may be required to assist a classmate. There is an honourarium of

\$75/course/term. If you are interested, please contact OSAA at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.

Writing skills and the Dalhousie University Writing Centre

Writing is an essential communication skill for planners and designers. The School of Planning emphasizes the need for clear, articulate writing.

Dalhousie Writing Centre

Writing expectations at university are higher than you will have experienced at high school (or if you are entering a master's or PhD program, the expectations are higher than at lower levels). The Writing Centre is a Student Service academic unit that supports your writing development. Make an appointment to discuss your writing. Learning more about the writing process and discipline-specific practices and conventions will allow you to adapt more easily to your field of study.

Dalhousie Writing Centre Main Location (Learning Commons, Main Floor)

Monday to Thursday 10-7; Friday 10-4; Sunday 12-5

Sexton (Room A108)

Wednesday 6-9 pm; Friday 9 am - 12 pm

Black Student Advising (4th Floor SUB)

Monday 12-2

Weldon Law Library (Basement – Room 114 F)

Wednesday 6:00-8:00

Book an appointment:

Email writingcentre@dal.ca or call 494-1963 or go to the Dalhousie homepage, log on to MyDal, and select the “Learning Resources” tab. You’ll see the “Writing Centre” BOOK AN APPOINTMENT button.

Grading Scale

Grade	Grade point value	Percent equivalent	Definition	Notes Words [in square brackets] added for clarification.
A+	4.3	90-100	[Outstanding]	[Exceptional to] considerable [excellent, very good] evidence of original thinking;
A	4.0	85-89	Excellent	
A-	3.7	80-84	[Very Good]	
B+	3.3	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability;
B	3.0	73-76		
B-	2.7	70-72		
C+	2.3	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop
C	2.0	60-64		
C-	1.7	55-59		

D	1.0	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of "C" or "C+" is required).
F	0.0	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical
FM	0.0		Marginal Fail	Available only for Engineering, Health
INC	0.0		Incomplete	
P	Neutral		Pass	
W	Neutral and no credit		Withdrew after deadline	
ILL	Neutral and no credit		Compassionate reasons, illness	[Documentation must be submitted to the instructor within one week of due
TR	Neutral		Transfer credit on	
Pending	Neutral		Grade not reported	

The Dalhousie University **Undergraduate Grading Scale** was approved by Dalhousie University Senate January 13, 2014. The University issues letter grades, and calculates student averages based on the grade points shown. Faculty members who use percentages to calculate final grades use the equivalency for conversion to letter grades. Faculty members submit a letter grade as a final grade. Narrative comments provide guidance in qualitative assessment.

School Grading Policy

School of Planning [grading policy](#) interprets the Dalhousie Grading Scale with reference to course objectives, writing standards, and course schedules.

School of Planning Grading Policies for Reports and Papers

Almost all courses require that students submit one or more written documents.

Students should note the following guidelines in preparing their reports and papers.

1. The style, composition, organization, and presentation of written work may count for up to one-third of the grade for the report or paper.
2. Spelling mistakes and grammatical errors may reduce the grade for the work.
3. Late work may be refused or discounted.
4. Plagiarism (using the words, ideas, or images of another author without full and proper acknowledgement) constitutes grounds for failure of the paper or report, and may result in disciplinary actions by the University.

Plagiarism is a very serious academic offence and constitutes grounds for failure, suspension or expulsion. Plagiarism may lead to academic penalties that can jeopardize your education. Dalhousie University defines plagiarism as “the submission or presentation of the work of another as if it were your own.”

Read the Policy on Intellectual Honesty contained in the University Undergraduate Calendar or on the Dalhousie web site at http://www.dal.ca/dept/university_secretariat/academic-integrity.html.

Carefully read the University Statement on Academic Integrity included in this course outline.