

With clear minds and respect, we would like acknowledge that Champlain College Saint-Lambert is located on the unceded lands of the Kanien'kehá:ka Nation. The Kanien'kehá:ka people are acknowledged as the custodians of the lands and water on which we gather. Tiohtiá:ke/Montreal has long been a place of gathering for Indigenous peoples and we recognize the diversity of indigenous people who now reside on the land. We continuously recognize the importance of fostering positive relationships with the Indigenous peoples of the land and their future generations.

Integration Seminar in the Social Sciences (ISSS)
300-301-LA

Course Information

Course title	Integration Seminar in the Social Sciences (ISSS)		
Course number	300-301-LA		
Teacher:	Mark Paradis		
Class Hours:	Mondays, 9:30-10:45 in A-124; Thursday, 9:30-10:45 in A-124		
Office hour:	Mondays from 11:00-12:00 in G-238		
Contact information:	The best way to reach me is through Mio.		
Credits:	2.00		
Hours:	45		
Weighting:	1-1-2		
Modality:	In-person		
Prerequisites:	Quantitative Methods and Introduction to Methodology	Co-requisites:	None

Ministerial Competency

OME1: Apply academic work methods to the social sciences. (F)

Course Purpose

Writing an Integrated Interdisciplinary Paper (IIP) is the best way to experience the integration of the Social Sciences. This experience materializes not only when you write the IIP, but also when you decide on your topic, develop your thesis statement or research question, develop your outline, and find your resources. Experiencing integration will materialize through the completion of the assignments leading to the IIP and the Comprehensive Assessment.

Course Description

As part of the Social Science program, you are required to undergo a ‘final exam’ to ensure that you have integrated the learning achieved during your completion of the program. This ‘final exam’ is called the Comprehensive Assessment. For this Comprehensive Assessment you are required to submit an academic paper, called the Integrated Interdisciplinary Paper. In order to ensure that every student is given adequate guidance while writing this paper, they are required to enroll in a writing and research seminar, entitled Integration Seminar in the Social Sciences. All assignments given in this seminar will work towards the final Integrated Interdisciplinary Paper. Please note that each student enrolled in the Social Science program is required to pass both the course (ISSS) and the paper (IIP) to earn their Diplôme d'Études Collégiales (DEC).

Since the Comprehensive Assessment is your final exam in the Social Science program, you are required to demonstrate knowledge learned in the Social Science program within your Integrated Interdisciplinary Paper. You will be asked to draw upon your knowledge of all Social Science classes taken to date.

Course Material

In order for you to have more time to focus on your project, there are no required readings for this course. However, I will periodically post readings on Léa. They are optional, but may help you with building your project.

Throughout this course, you will be required to maintain copies of all of your research (work, drafts, notes, sources, etc.). You must submit this documentation in a research portfolio to pass this course. Please plan and budget for:

- File storage to keep your documents for the course in two separate places (e.g., a USB drive and/or online storage).

Assessment Guidelines

You should retain all copies, rough drafts, notes etc. of all your work so that should you wish to appeal a grade, you will have evidence of your work. All assignment submissions for the semester must be made via Mio and / or turnitin.com, as indicated on the assignment sheet.

Late assignments: Assignments must be handed on time. For every day late (including weekends) you will lose 10% of your assignment mark.

All assignments are created with the goal of completing your program's Comprehensive Assessment. Since the comprehensive assessment is like an “exit exam” to determine if a student has truly developed the skills and knowledge taught in the Social Science Program, each student must submit a major paper which successfully meets many criteria, such as: interdisciplinarity, a review of the literature, accurate discernment of sources, coherent writing, and proper referencing.

To successfully complete the ISSS course, you must: 1) complete all of the projects below, 2) receive a successful course grade of 60% or higher, and 3) receive a successful final Integrated Paper (IIP) grade of 60% or higher.

Assignment 1: Paper Topic (formative)

10%

Assignment 2: Annotated Bibliography (formative)	10%
Assignment 3: Thesis Statement (formative)	10%
Assignment 4: Research Proposal (formative)	10%
Assignment 5: First Draft (formative)	10%
Meeting Participation (formative)	10%

Early in the semester, regular class time will be canceled to allow for 15-minute meetings between you, the teacher, and another student (please pair up with another student to become a peer for each other). Times for these meetings will be determined on a sign-up basis. The purpose of these meetings is to discuss the progress of your paper with the teacher and another student (your peer). You will be graded on how well you are prepared to discuss your work and the work of your peer. Later in the semester, you will also provide comments on the first draft of your peer. You will be graded on the quality of your comments.

Oral Presentation (summative; final summative)	15%
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Each student will prepare and deliver a 7-minute oral defense to the class on the topic, methodology, and main findings of their Integrated Interdisciplinary Paper. This presentation is expected to be visual and interactive. More guidelines will be provided in class. After your presentation, 5 minutes will be given to questions/suggestions from other students.

Final Project (summative; final summative)	25%
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The paper must be 10-15 pages in length (excluding cover page, references list, tables, etc), including at least 8 academic sources, and properly use the Chicago (author-date) or APA (author-date) citation style.

Note: Assignments 1-3 will be used to calculate the Midterm Assessment Grade.

Make-Up Assessments

Students with college-approved absences will be provided make-up assessments. The form of the make-up assessment will be determined by the course teacher and may include deadline extensions and alternate assessments. Depending on the type of assessment, teachers may allow students to complete the make-up assessment in alternative forms or formats. However, the alternative assessment must measure the achievement of the same course learning outcomes. In all cases, teachers must respect the requirements for make-up assessments listed in the IPESL.

Style Guide

Students will be introduced to the APA and Chicago Manual Style in this course. They will be evaluated on their ability to reference and cite correctly.

Standards of Literacy and Proficiency in Written English

All classes and course material are given in English and students submit assessments in English. This does not apply to courses where the learning objectives specify that the language of instruction is other than English.

Champlain College Saint-Lambert recognizes the importance of increasing students' ability to use written English in all areas of study and life. As such, in courses where the acquisition of English language skills is not the primary learning objective, 10% is included in the grading criteria of assessment tasks with substantial written components (assignments 2, 4, and 5, and the final paper).

Schedule

Please note: This schedule is subject to change. I will inform you of any changes through email and/or in class. Legend: In-person class; **No class (no work expected)**; **No formal class (work expected)**; **No Formal Class (meeting to be attended)**

	Monday @ 9:30	Thursday @ 9:30
Week 1	Monday, January 15 No Class	Thursday, January 18 <u>Content:</u> Introduction to the Course <u>Assignment:</u> None
Week 2	Monday, January 22 <u>Content:</u> Paper Topics <u>Assignment:</u> Assignment: <i>Assignment 1 Assigned</i>	Thursday, January 25 <u>Content:</u> Writing Day <u>Assignment:</u> None
Week 3	Monday, January 29 <u>Content:</u> Citation Style; Annotated Bibliography; Literature Review <u>Assignment:</u> Assignment 1 Due; <i>Assignment 2 Assigned</i>	Thursday, February 1 <u>Content:</u> Meeting <u>Assignment:</u> None
Week 4	Monday, February 5 <u>Content:</u> Meeting <u>Assignment:</u> None	Thursday, February 8 <u>Content:</u> Thesis Statement <u>Assignment:</u> Assignment 2 Due; <i>Assignment 3 Assigned</i>
Week 5	Monday, February 12 <u>Content:</u> Optional Meeting <u>Assignment:</u> None	Thursday, February 15 <u>Content:</u> Writing Day <u>Assignment:</u> None
Week 6	Monday, February 19 <u>Content:</u> Optional Meeting <u>Assignment:</u> None	Thursday, February 22 <u>Content:</u> Research Proposal <u>Assignment:</u> Assignment 3 Due; <i>Assignment 4 Assigned</i>
Week 7	Monday, February 26 Reading Week	Thursday, February 29 Reading Week
Week 8	Monday, March 4 <u>Content:</u> Writing Day <u>Assignment:</u> None	Thursday, March 7 <u>Content:</u> Writing Day <u>Assignment:</u> None
Week 9	Monday, March 11 <u>Content:</u> Writing Day	Thursday, March 14 <u>Content:</u> Writing Day

	<u>Assignment:</u> None	<u>Assignment:</u> None
Week 10	Monday, March 18 <u>Content:</u> First Draft Discussion; Oral Presentation Discussion <u>Assignment:</u> Assignment 4 Due; First Draft Assigned	Thursday, March 21 <u>Content:</u> Writing Day <u>Assignment:</u> None
Week 11	Monday, March 25 <u>Content:</u> Writing Day <u>Assignment:</u> None	Thursday, March 28 No Class (Friday Schedule)
Week 12	Monday, April 1 Easter Monday (No Class) Wednesday, April 3 (Monday Schedule) <u>Content:</u> Writing Day <u>Assignment:</u> None	Thursday, April 4 <u>Content:</u> Writing Day <u>Assignment:</u> None
Week 13	Monday, April 8 <u>Content:</u> Peer Review <u>Assignment:</u> First Draft Due	Thursday, April 11 <u>Content:</u> Writing Day <u>Assignment:</u> None
Week 14	Monday, April 15 <u>Content:</u> Writing Day <u>Assignment:</u> Peer Review Due	Thursday, April 18 <u>Content:</u> Writing Day <u>Assignment:</u> None
Week 15	Monday, April 22 <u>Content:</u> Oral Presentation <u>Assignment:</u> Oral Presentation	Thursday, April 25 <u>Content:</u> Oral Presentation <u>Assignment:</u> Oral Presentation
Week 16	Monday, April 29 <u>Content:</u> Oral Presentation <u>Assignment:</u> Oral Presentation	Thursday, May 2 <u>Content:</u> Oral Presentation <u>Assignment:</u> Oral Presentation
Week 17	Monday, May 6 <u>Content:</u> Writing Day <u>Assignment:</u> None	Thursday, May 9 <u>Content:</u> Writing Day <u>Assignment:</u> None

Attendance

In conformity with IPESL (p.10), students in this course are expected to commit to their learning. This means: interacting with course content, engaging in critical and analytical thinking, and applying knowledge to discussions and assignments. It also means being prepared and present in class, engaging in learning activities, supporting the learning of peers, and, when necessary, actively seeking support from one's teachers. Students should inform their teacher in advance of any absence that results in a missed activity or assessment.

Assessment Accommodation & Make-up Assessments

In conformity with IPESL (pp. 17-18), when a teacher is informed by the Registrar's Office and/or the Student Access Centre (SAC) about a student's college-approved absence, the teacher is required to make reasonable assessment accommodations that align with the course learning outcomes. College-approved absences include authorized college activities, religious observances, personal or family emergencies, legal obligations, and significant physical and health conditions. Assessment recommendations are *not* required for absences that are not college approved.

The nature and timing of make-up assessments will be at the discretion of the instructor. It is the student's responsibility to notify the instructor as soon as possible and provide the appropriate document to the college to support the request for a make-up assessment. Depending on the type of assessment, teachers may allow students to complete the make-up assessment in alternative forms or formats.

Due to the learning structure of this course, teachers are encouraged to provide regular reminders to students about the consequences of all types of absences (college-approved or not). Teachers should also specify to students in their specific course outlines the steps they should take prior to and following an absence.

Academic Integrity

In conformity with IPESL (p.18), plagiarism and cheating are serious forms of academic dishonesty which undermine learning and erode trust within the academic community. Plagiarism, which is a form of cheating, is the use of another person's ideas, words, or material without acknowledging its source. In this course, students will learn how to paraphrase, cite and reference using the principles of academic integrity. Academic cheating, in the broadest sense, is any deceptive or dishonest practice relative to academic coursework and assessments intended to provide oneself with a dishonest academic advantage.

Teachers should report cases of plagiarism and/or cheating to the Registrar's Office and the DAA. After consultation, if the student is deemed to be at fault, they receive a grade of zero on the assessment task and a note is placed in their file. The note remains in their file throughout their college education. Additional incidents of plagiarism or cheating will result in serious academic consequences and may result in expulsion.

Student Academic Concerns and Appeals

In conformity with IPESL (pp. 19-20), if a student has concerns about assessment methods, criteria, weighting, accommodations and/or deadlines that are inconsistent with the course outline, they should speak with the teacher. If the issue is not resolved, the student can contact the department coordinator from the department to which the course belongs. The department will apply its internal process for reviewing course outlines and assessment criteria. If the student's concern is not resolved, they may contact the DAA who will ensure that the IPESL has been applied.

If a student wants to have a grade explained and/or reconsidered during the semester, prior to the exam period, they should speak with their teacher or communicate through MIO about their concerns within one

week after receiving the grade. If, after communicating with the teacher, the issue is not resolved, the student can contact the department coordinator to which the course belongs and the departmental internal process for reviewing assessment grades will be applied. If the concern is not resolved, the student can contact the Registrar's Office to complete and submit an appeal form. The form will be forwarded to the DAA who will ensure that the IPESL has been applied.

Appealing a Final Course Grade in the Day Division

In conformity with IPESL (pp. 19-20), appealing a final grade is a serious process which involves the student, the teacher of the course for which the grade is being appealed, the Registrar's Office, the Department Coordinator, and the respective mark review committee. In the case of reporting a calculation error, the student is encouraged to speak with the teacher or communicate through MIO to resolve the situation. To appeal a final grade, the student completes an appeal form, provides a valid reason for the appeal, and submits it with supporting documentation to the Registrar's Office. The deadline to submit an appeal of a final grade is indicated in the academic calendar. The Registrar's Office forwards the appeal to the department coordinator or the department's Mark Review Committee. The contested grade can remain the same or be raised unless academic dishonesty is discovered during the appeal process.

Appealing an Accusation of Plagiarism or Cheating in the Day Division

Students have the right to appeal reported accusations of plagiarism and/or cheating within one week after being accused of this academic wrongdoing. If a student wishes to appeal the accusation, they must contact the Registrar's Office to complete an appeal form and submit it along with supporting documentation. The DAA, in consultation with the teacher and the student, determines its validity. The teacher can invite the department to participate in the appeals process.

Institutional Code of Student Conduct

<https://www.champlainsaintlambert.ca/wp-content/uploads/2022/12/Institutional-Code-of-Student-Conduct.pdf>

Institutional Policy on the Evaluation of Student Learning (IPESL)

<https://www.champlainsaintlambert.ca/ipesl/>

Additional Resources

Academic Support – Tutoring

Tutoring is available, free of charge, on an individual or group basis. Please contact the Learning Center via this link <https://clctutoring.ca/home> Room B-300, Library, Upper Floor) to schedule a meeting with a tutor. You can also make an appointment at the Writing Centre for help with English writing skills by clicking [here](#).