

University of Manitoba  
Department of Sociology and Criminology  
**SOC 3830-A01 Youth, Crime, & Society**  
Fall 2025 – 3 Credit Hours  
Tuesdays & Thursdays 10:00 AM – 11:15 AM  
Class Location – Russell RM: 210

We respectfully acknowledge that University of Manitoba is located on the original lands of the Anishinaabeg, Ininiwak, Anisininewuk, Dakota Oyate and Dene, and the National Homeland of the Red River Métis.

**Instructor:** Dr. Joseph Asomah

**Phone:** 204- 474-6446

**Email:** Joseph.Asomah@umanitoba.ca

**Office:** 303 Isbister Building

**Office Hours:** Tuesdays 11:35 AM – 12:35 PM or by appointment

**Course Description:**

This course is intended to engage students in critical conversations (theoretical and empirical) about how some youth get in trouble with the law and how society responds to such youth involvement in crime, focusing primarily on the Canadian context. The course is divided into four parts. **Part I** analyzes history, trends, and legislation, covering areas such as historical and contemporary trends in Canadian youth justice, the Youth Criminal Justice Act, and the youth justice system in action. **Part II** examines contemporary youth crime and justice, focusing on topics such as theoretical perspectives on youth crime, critical criminology and youth justice in the risk society, challenges in hearing the voices of the youth in the justice system, youth deviance and the media, and Canadian girls and crime in the twenty-first century. **Part III** focuses on criminalized youth in Canada, covering specific issues such as substance use, youth involvement in sex work, Indigenous youth crime in Canada, and racialized youth crime and justice in Canada. **Part IV** examines progressive approaches to youth crime and justice, addressing topics such as how to keep the youth out of jail. In addition to deepening theoretical and empirical understanding of youth crime and youth justice systems, the course will also help students develop research, communication, critical thinking, and problem-solving skills.

**Course Objectives:**

By the end of this course, students should be able to:

1. Discuss historical context, trends, and legislation in youth crime and justice.
2. Discuss theoretical perspectives on youth crime and justice systems and the implications they have for policy.
3. Explain at-risk and criminalized youth in Canada and propose pragmatic policy measures.
4. Critically evaluate responses to specific youth crime problems and, where necessary, suggest alternative approaches to addressing such specific youth crime issues.

## **Recommended Textbook<sup>1</sup>**

Winterdyk, J., Gorkoff, K., Antonowicz, D., and Symandych, R. (2020). *Youth justice: A Canadian overview* (3<sup>rd</sup> edition). Don Mills: Oxford University Press.

## **Course Delivery**

The instructor will provide questions or highlights of critical issues or debates to focus on for each week. In addition to the required textbook, supplementary readings – e.g., journal articles, media reports, and documentaries/videos – may be provided. Students are expected to do the assigned course readings and write down the main ideas and their thoughts about them. In this way, students can make informed contributions to class discussions.

Although this course will be delivered in person, students are expected to visit the **UM Learn site at least twice per week** to complete assigned activities, such as viewing required documentaries and other posted materials.

## **Assessment in Brief**

Type	Weight	Due Date
Participation	10%	Throughout the Course
Class Test	30%	October 23, 2025
Policy Brief or Youth Court Visit Report	15%	November 18, 2025
In-Class Oral Presentation: Policy Brief/Court Visit	10%	<b>November 18, 20, 25, 27 &amp; Dec. 2 &amp; 4</b>
Final Exam	35%	To be scheduled by the Registrar's Office during the exam period (December 9–20).

## **Assessment in Detail**

### **Participation**

The participation score will be based on attending each class and participating in all class-related activities, including contributing to class discussions and participating in course discussion groups, respectfully and orderly. However, students who miss classes five times without valid justification (e.g., being sick or affected by some emergencies) will receive a participation score of zero.

University attendance and debarment policy requires that I inform you of the number of unexcused missed classes that will be grounds for debarment (that is, the inability to submit assignments or sit exams). The maximum number of unexcused absences permitted for this class is **five**. Excused absences are those described as valid under the U of M's self-declaration policy: <https://umanitoba.ca/student-supports/academic-supports/student-advocacy/self-declaration-policy-students>.

This is an in-person class and one of the academic requirements you must fulfill is scholarly engagement with your professor and peers. Such scholarly engagement is an academic requirement because it fosters critical thinking, deeper understanding of course material, and the development of communication and

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<sup>1</sup> Please note that required supplementary readings will be provided.

collaboration skills. Active participation in discussions enhances your learning by exposing you to diverse perspectives and helps build a supportive academic community that reflects the values of higher education. You cannot fulfill this requirement if you are not present in class. Here is the University's Attendance and Debarment Policy:

*Regular class attendance is expected of all students in all courses. An instructor may initiate a process to debar a student from attending classes and from examinations and/or from receiving credit where unexcused absences exceed those permitted by the school or faculty regulations.*

*A student may be debarred from class, laboratories and examinations by the action of the dean/director for persistent non-attendance, failure to produce assignments to the satisfaction of the instructor and/or unsafe clinical practice or practicum. Students so debarred will have failed that course.*

### **Class Test (30%) October 23, 2025**

This class test will be based on the topics covered in the assigned course readings and documentaries for each week and may consist of multiple-choice, fill-in-the-blank, true/false, and essay questions.

### **Final Exam (35%) – To be scheduled by the Registrar's Office**

This final cumulative exam will be based on the topics covered in the assigned course readings and documentaries and may consist of multiple-choice, fill-in-the-blank, true/false, and essay questions. The exam will take about up to three hours to complete. The Registrar's Office will schedule the exam during the exam period, between **December 9 and December 20**.

### **Policy Brief or Youth Court Visit Report Assignment – the Written Component Due Nov. 18**

This assignment requires you to write a Manitoba Youth Court Visit Report **OR** policy brief on any specific youth crime problem of your choice, for example, reducing youth involvement in gang activity in Canada or elsewhere. This policy brief is expected to help a non-expert reader understand the issue at stake, the pros and cons of at least three alternative policy options to address the problem, and your final policy recommendation(s). If the circumstances permit, the questions and observations you make during your visit to the Manitoba Youth Center can be used to inform your policy brief paper. Additionally, the discussions with the resource persons at the Manitoba Youth Center during the in-class panel discussions can also provide information for your paper. However, you have the option to focus on either the Canadian or non-Canadian context.

### **Assignment Formatting and Submission**

- Submit your assignment—either the policy brief or the youth court visit report—electronically via the designated **UM Learn** course site by **11:59 p.m. on the due date**.
- Assignments must be in **MS Word or PDF format**, typed and **double-spaced**, except for the **references section**, which should be **single-spaced**. Use **APA style** for all in-text citations and the reference list.
- Please use **Times New Roman, 12-point font**, and **1-inch margins** on all sides.

## **Policy Brief Instructions**

- Your policy brief must include a **title**, **introduction**, the **current policy situation** (focusing on a specific issue or case study), **alternative policy options** (identify at least three possibilities), **your policy recommendation(s)**, and **references**.
- Your policy brief should **not exceed ten** pages, **excluding the references section**.
- Use **essay** format (not bullet points).
- You should have a minimum of ten references.
- You can do this work **individually or in a group of up to four students**. If you work in a group, you must upload/submit the work individually with your group member's name included.
- Incorporate relevant course readings/materials in the paper and include references outside the course materials.
- Marks will be awarded for clarity of expression and quality of proposed policy option/recommendation(s).

## **Points to Consider**

- The title should reflect the content of your policy brief.
- The **introduction** should focus on the selected issue and why this issue matters. Summarize the background information necessary to understand the problem and its importance.
- Tell the reader about the **current policy**—what is the current policy (if any), and why is that policy not working as expected? Is there any cost (e.g., human, environmental or financial) due to the current situation/failed or failing policy?
- Examine/analyze **at least three alternative policy options**, which can also be drawn from relevant theoretical perspectives on youth crime and prevention learned, to address your chosen social problem. It will help if you read the relevant literature (e.g., policy, research, theory, case studies) on your topic to identify/explain the policy alternatives and critically assess each alternative's strengths and weaknesses.
- The next step is to make your **recommendation(s)** and provide grounds or reasons, (including potential outcomes/impact) justifying your preferred policy recommendations. You can also think about any potential counterargument or problem(s) with implementing your recommendation and address that.

## **Understanding Policies Related to Youth Crime**

Policies related to youth crime are specific guidelines, programs, or actions established by governments, schools, communities, or law enforcement agencies to reduce criminal behavior among young people. These policies aim to prevent youth from engaging in crime, support those at risk, and provide rehabilitation opportunities for those who have already come into contact with the justice system.

In short, youth crime policies are designed to create safer environments, offer guidance, and equip young people with the tools they need to make positive choices. By addressing the root causes of criminal behavior and offering second chances, these policies contribute to building healthier and more secure communities for everyone.

## **Policy Brief Topic Suggestions:**

## Gang Involvement & Violence

1. Reducing Youth Involvement in Gang Activity: Prevention and Intervention Strategies
2. Community-Based Approaches to Youth Violence Reduction
3. The Impact of Social Media on Youth Crime and Violence: Policy Implications

## Homelessness, Exploitation & Human Trafficking

4. The Intersection of Youth Homelessness, Sexual Exploitation, and Crime: A Comprehensive Policy Approach
5. Protecting Homeless Youth from Exploitation: Addressing Prostitution and Human Trafficking Risks
6. Reducing Vulnerabilities: The Role of Shelter and Mental Health Services in Preventing Youth Prostitution
7. Pathways to Stability: Policy Interventions for Homeless Youth Engaged in Prostitution
8. Addressing Root Causes of Youth Homelessness to Prevent Entry into Prostitution and the Criminal Justice System

## Substance Use & Mental Health

9. Addressing the Roots of Youth Substance Abuse and Related Criminal Behaviors
10. Breaking the Cycle: Addressing Substance Use as a Pathway to Youth Crime
11. Preventing Substance-Related Youth Offenses: Policy Solutions for Early Intervention
12. The Role of Mental Health Services in Preventing Youth Crime

## Justice System Reform & Alternatives

13. Improving Outcomes for Youth in the Justice System through Restorative Practices
14. Diversion Programs for First-Time Youth Offenders: Best Practices and Implementation
15. Supporting Victims of Youth Sexual Abuse: Prevention and Rehabilitation within the Justice System

## Education & Prevention

16. School-Based Interventions to Prevent Juvenile Delinquency
17. Addressing the Link between Poverty, Inequality, and Youth Crime

## Youth Court Visit Report

Visiting a youth court provides a practical insight into how the justice system responds to young offenders. If conditions permit, students may be expected to attend proceedings at the Manitoba Youth Court in Winnipeg, observe the courtroom process, and analyze their observations through relevant theoretical perspectives on youth crime and the youth justice system. Please note that a sign-up sheet for the Youth Court visit is available during classes, making it convenient for you to register. If you sign up for the visit,

please remember to email the **Youth Court Disposition Coordinator** within 24 hours to confirm the youth court sitting/hearing. The coordinator's email is: [youthpcdispos@gov.mb.ca](mailto:youthpcdispos@gov.mb.ca)

The Manitoba Youth Centre is located at:  
**170 Doncaster St.**  
**Winnipeg**

Writing a report on the youth court visit allows you to reflect on your observations and connect them to classroom learning. This youth court visit report should **not** exceed eight pages, excluding the references section. Here's a step-by-step guide to help you write the report:

#### **1. Introduction: Setting the Context**

- **Purpose of the Visit:** Start by explaining why you visited the youth court. Describe the purpose of youth court (focusing on justice and rehabilitation for young offenders) and relate it to class discussions on legal systems or juvenile justice.

#### **2. The Case**

- **Summary of the Case:** Briefly describe the case you observed, including the charge against the youth defendant and any relevant testimony or evidence.
- **Courtroom Interactions:** Reflect on how the prosecution and defense presented their cases. How did their strategies or methods align with legal concepts learned in class (e.g., arguments, cross-examination, rights of the accused)? Any information on accused young offender (e.g., age, sex/gender, economic/social/educational background, in-care/foster home or live with parents/relatives, victimized/abused before, any substance use, signs of hyperactivity)?

#### **3. Sentencing and Justice**

- **Outcome of the Case:** Summarize the sentence given by the judge or jury. Was it probation, community service, counseling, or something else?
- **Extra-judicial Measures/Restorative Justice vs. Punishment:** Connect the outcome to classroom discussions on **restorative justice**. How did the court balance holding the defendant accountable with offering a chance for rehabilitation?

#### **4. Reflection: Connecting Theory to Practice**

- **Comparing Youth Court to Classroom Learning:** Reflect on how your observations matched (or differed from) what you learned about youth courts or juvenile justice in class. Consider aspects like the emphasis on rehabilitation, confidentiality measures, or legal rights of minors.
- **Your Thoughts on the Justice Process:** Offer your personal reflections. Did the visit change your perspective on how youth are treated in the justice system? What did you find surprising or particularly educational?

#### **5. Conclusion: Key Takeaways**

- **Summarize Major Insights:** Conclude by summarizing what you learned from the visit and how it enhanced your understanding of the juvenile justice system. Highlight any connections to theories or broader concepts discussed in class, such as fairness, accountability, and rehabilitation.
- **Future Learning:** Mention any questions that the visit raised for you or areas of juvenile justice that you want to explore further based on what you saw.

#### **\*\*\*Tips for Writing Your Report:**

- **Be Clear and Concise:** Keep your descriptions detailed but concise, especially when explaining the court procedures or legal concepts.
- **Use Legal Terms:** Where applicable, incorporate legal terminology you've learned in class (e.g., defendant, due process, rehabilitation).
- **Reflect, Don't Just Report:** Focus not only on reporting what you saw but also on reflecting on what it means in the context of your studies.

#### In-Class Oral Presentation: Policy Brief/Court Visit (10%)

Students (individually or in groups) will deliver an in-class oral presentation based on either their policy brief assignment **or** court visit report. The oral presentation will account for **10%** of the final grade.

Presentations will take place on **November 18, 20, 25, and 27**, and **December 2 and 4**. A detailed schedule indicating presentation dates and times for individuals/groups will be posted on the **UM Learn** course site in advance. Please email your presentation slides and your name(s) to [Joseph.Asomah@umanitoba.ca](mailto:Joseph.Asomah@umanitoba.ca) at least **two hours prior to your scheduled presentation**.

#### Time Limit

- **Individual presentation:** 8–10 minutes
- **Group presentation:** 10–15 minutes

#### Focus on the following for your court visit report oral presentation:

1. **Case Summary**
  - Describe the case observed (charges, background of the youth, key facts).
  - Connect to legal concepts learned in class.
2. **Sentencing and Justice**
  - Summarize the outcome (e.g., probation, community service).
  - Reflect on whether restorative justice or punishment was emphasized.
  - Link to course content on accountability and rehabilitation.
3. **Critical Reflection**
  - Compare courtroom observations with classroom learning – e.g., how did the real-life court experience align or contrast with theoretical models/perspectives learned
  - Share personal insights or surprises.
  - Discuss how the visit affected your view of the youth justice system.
4. **Conclusion**
  - Summarize key takeaways and learning points.
  - Identify questions or areas for further study.

#### Presentation Tips

- Focus on **analysis and reflection**, not just description.
- Use slides sparingly and clearly — key points, quotes, or visual aids (e.g., courtroom diagram if applicable).

- Avoid including identifying details about the youth or sensitive information that may breach confidentiality.

**Focus on the following for your policy brief oral presentation:**

1. Introduction and Issue Significance

- Introduce the selected issue and explain **why it matters** (social, economic, or ethical importance).
- Provide brief **background information** to help the audience understand the problem and its context.

2. Current Policy Analysis

- Summarize the **existing policy (if any)** relevant to the issue.
- Discuss **why the current policy is failing or inadequate**.

3. Alternative Policy Options

- Present at least **three alternative policy options**.
- Draw connections to **theories of youth crime and prevention** discussed in class.
- Critically evaluate each option, noting **strengths, weaknesses, and feasibility**.

4. Recommendations

- Present your **preferred policy recommendation(s)**.
- Provide strong **justifications** (evidence, expected outcomes, impact).
- Address **potential challenges or counterarguments** and how they could be mitigated.
- End with a **key takeaway or call to action** related to improving policy on youth crime or prevention.

**General Information About Assignments**

1. Feedback/grade for each assignment (term paper included) will be provided within two weeks. If you want to challenge your grade, please wait three days after getting the feedback.
2. If you submit your work late without prior accommodations, you will lose five percent (5%) for each overdue day. You will lose 5% of the total marks if you submit your assignment a day late. If you submit it two days late, you will lose 10%, and so on. Exceptions may include being sick or affected by some emergencies.
3. Clarity of expression is essential, so pay attention to grammar and word choice, and use formal/academic tone and short sentences—up to 35 words per sentence.
4. Assignments should have the appropriate title and your name.

**Grading Scale**

Cut-off points for converting percentage grades into letter grades

A+ = 90-100% (Exceptional)	C+=65-69% (Satisfactory)
A= 80-89% (Excellent)	C 60-64% (Adequate)
B+= 75-79% (Very Good)	D 50 - 59% (Marginal)
B 70-74% (Good)	F 0-49% (Failure)

## Course Schedule

Date	Session/Topic	Required Readings
	<b>Part I: History, Trends, &amp; Legislation</b>	
Sept. 4	Course Overview	
Sept. 9 & 11	Youth Justice: Historical and Contemporary Trends	Winterdyk et al., Ch. 1
Sept. 16 & 18	Understanding the Youth Criminal Justice Act	Winterdyk et al., Ch. 3
	<b>Part II: Contemporary Youth Crime and Justice – Theoretical Perspectives</b>	
Sept. 23 & 25	Theoretical Perspectives on Youth Crime: Part 1	Winterdyk et al., Ch. 8
Sept. *30 & Oct. 2	<b>Sept. 30*</b> : No classes – National Day for Truth and Reconciliation  Theoretical Perspectives on Youth Crime: Part II	(1) Winterdyk et al., Ch. 8 (2) Asomah & Cheng (2018) Crime and juvenile delinquency. In J. M. Ryan (eds) Core concepts in Sociology. (pp.50-62). Wiley Blackwell.
Oct. 7 & 9	Theoretical Perspectives on Youth Crime: Part III	(1) Winterdyk et al., Ch. 8  (2) McNeill F (2006) A desistance paradigm for offender management. <i>Criminology and Criminal Justice</i> 6(1): 39–62.
	<b>Part III: Criminalized Youth in Canada</b>	
Oct. 14 & 16	- Racialized Youth and Justice in Canada	Winterdyk et al., Ch. 11 & 12
Oct. 21 & 23	(1) Class Revisions (2) Class Test – Oct. 23	
Oct. 28 & 30	(1) Youth Justice in Action: Panel Discussions  (2) Youth Involvement in Systems of Sex Work	(1) Manitoba Youth Criminal Justice (see <a href="https://www.youtube.com/watch?v=fdNLx_rL8k">https://www.youtube.com/watch?v=fdNLx_rL8k</a> ) (2) Winterdyk et al., Ch. 14

<b>Part IV: Exploring Progressive Approaches to Youth Crime &amp; Justice</b>		
Nov. 4 & 6	(1) Guest Speaker Presentation: Manitoba Advocate for Children and Youth (2) Youth Rehabilitation & Reintegration	(1) Asomah (2025) Reintegration and Desistance Among Former Young Offenders in Ghana: Key Factors for Success. <i>Youth Justice</i> .  (2) Markina A (2019) Problems related to reintegration of young ex-offenders in Estonia. <i>Kriminologijos Studijos</i> 7: 56–74.
Nov. 10-14	Remembrance Day & Fall Reading Week Break	No classes
Nov. 18 & 20	(1) Policy Brief /Court Visit Report (Written Assignment Component) Due  (2) In-Class Oral Presentations: Policy Brief /Court Visit Report	No required readings
Nov. 25 & 27	In-Class Oral Presentations: Policy Brief /Court Visit Report	No required readings
Dec. 2 & 4	(1) In-Class Oral Presentations: Policy Brief /Court Visit Report  (2) Course Conclusions	No required readings

### **Academic Integrity/ Misconduct**

Academic integrity is the commitment to upholding the values of honesty, trust, fairness, respect, responsibility and courage in all scholarly activities (International Center for Academic Integrity (ICAI), 2013). Academic misconduct is any violation of the principles of academic integrity.

Students should acquaint themselves with the University's Student Discipline Bylaw and related Procedures on academic misconduct (see Section 2.2.1) found in the Academic Calendar. Ignorance of the regulations and policies relating to academic misconduct is not a valid excuse for violating them.

The Faculty of Arts and The University of Manitoba regard acts of academic misconduct in course work and final exams as serious offences and may assess a variety of penalties depending on the nature of the infraction.

Acts of academic misconduct include, but are not limited to:

- Plagiarism

- Duplicate submission
- Cheating on quizzes, tests, and exams, including possession of unauthorized materials such as cell phones, smart watches, PDAs, MP3 units, or electronic translators
- Inappropriate Collaboration
- Academic Fraud
- Personation
- Unauthorized content generation, including the use of automated text generators such as ChatGPT and paraphrase tools such as Grammarly, where these are prohibited by the instructor of a course

The following is a list of common penalties that may be applied in accordance with the University of Manitoba's Student Discipline By-Law, depending on the nature of the infraction:

- Requirement to resubmit the assessment
- A grade of zero on the assignment or quiz/test/exam
- Disciplinary notation attached to final grade
- Comment on student record
- Failure in the course
- Suspension from taking courses offered by a particular faculty or school for a period of one year
- Expulsion from the university

### **ROASS Policy on Collaborative/Group Work**

Based on ROASS Policy, subsection 5, students should know that group projects are subject to the rules of academic dishonesty and that group members must ensure that a group project adheres to the principles of academic integrity.

### **Academic Integrity & Generative Artificial Intelligence**

Writing is an important way to develop your ability to think. This course is designed to help you become a stronger writer and, therefore, thinker. Using an automated text generator does not help you develop your writing and thinking skills. For that reason, the use of generative artificial intelligence tools (genAI) or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants like Grammarly, is strictly prohibited. The use of any other kind of automated text generator, including translation software, is also strictly prohibited. Use of such tools in this course will be considered use of an unauthorized aid, which is a form of cheating. For more information on academic integrity and AI, see <https://umanitoba.ca/student-supports/academic-supports/academic-integrity>.

### **Disruptions**

Disruptions due to excessive talking or early departures from the classroom are especially distracting to large classes. Please be considerate and respectful of the needs and rights of others in the class. Students should be aware that persistent disruption may result in disbarment from the course. Any student with a legitimate reason for leaving class early should inform the instructor at the beginning of class. Students should silence electronic devices such as mobile phones when in class.

## **Self-Declaration Form**

Students unable to write the midterm or complete an assignment due to unexpected valid reasons must notify me via email as soon as possible, but no later than **48 hours** following the missed assessment.

You are required to complete a self-declaration form. Medical notes are not required.

Common valid reasons for use of the self-declaration form include: Sudden illness or injury, unexpected compassionate circumstances, known conflicts of religious observance, bereavement or loss of a loved one, and participation in an inter-university, provincial, inter-provincial, national or international scholastic or athletic event. Non-valid reasons include: attending a personal or family event (e.g., vacation, wedding), optional travel, technological difficulties, competitions or events, related to personal interests (choir, acting, pageants, exhibitions), employment-related commitments.

Instructions:

- Complete and save online form.
- Email form to the Professor
  - The Professor will sign the form and submit a copy of the completed form to the Dean's Office, Faculty of Arts
  - If you are not an Arts student, the Dean's office will forward the form to your faculty.
- One form per 120-hour (5 day) absence is required.

I will retain this record on file as long as necessary and will have it confidentially deleted/destroyed after six months. I am required to send a copy of the form to your Dean's office for record keeping. Please note that faculties are tracking these forms and will identify students who are misusing them.

## **Voluntary Withdrawal Deadline**

The deadline for voluntary withdrawal without academic penalty from the first-semester courses is **November 18, 2025**.

## **Faith-Based Holidays**

The University recognizes the right of all students to observe recognized **holidays of their faith**, which fall within the academic year. With instructor discretion, necessary arrangements can be made to ensure studies are not jeopardized. The instructor should be notified of a student's intended absence in advance and at least three weeks' notice of absence should normally be given where special arrangements are sought.

## **Special Learning Needs and Accessibility**

Students with **special learning needs** (who for legitimate reasons require extra time to write a test, or who require aids or other supports) should identify themselves to the instructor at the beginning of the term in order to arrange suitable accommodation.

## **Unclaimed Term Work Disposal**

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the end of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

## **Department Policy on non-UM Discussion Groups**

It is the policy of the Department of Sociology and Criminology to block access to student emails in UM Learn. We do so because a student's email address is private and should only be available to other students when given with full consent. We encourage students to use the discussions option in UM Learn to communicate with fellow students. We discourage student use of external third-party instant-messaging software and apps for course-based discussions.

It has been our experience that too often non-University messaging and discussion groups have been used to misinform and misdirect students with respect to course materials and academic requirements. As well, incidents of bullying, racism, and harassment have been reported within these groups. If you do decide to engage with non-University messaging software related to this course, be advised that all University policies regarding non-academic and academic integrity apply in any setting where University of Manitoba courses are discussed

## **STUDENT SUPPORT**

**(<http://umanitoba.ca/student-supports>)**

### **Writing and Learning Support**

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor's feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: <https://www.umanitoba.ca/student-supports/academic-supports/academic-learning>

You can also contact the Academic Learning Centre by calling 204-480-1481

### **University of Manitoba Libraries (UML)**

As the primary contact for all research needs, your liaison librarian **Elliot Hanowski** ([Elliot.Hanowski@umanitoba.ca](mailto:Elliot.Hanowski@umanitoba.ca)) can play a vital role when completing academic papers and

assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone and are also available to meet with you in-person. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage: <https://umanitoba.ca/libraries/>.

## **HEALTH AND WELLNESS:**

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

### **Student Counselling Centre**

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. *Student Counselling Centre:* <https://umanitoba.ca/student-supports/counselling-resources-students>  
474 University Centre or S207 Medical Services (204) 474-8592

### **Student Support Case Management**

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

*Student Support Intake Assistant*

<https://umanitoba.ca/student-supports/academic-supports/student-advocacy/case-management>

520 University Centre (204) 474-7423

### **University Health Service**

Contact UHS for any medical concerns, including mental health problems. UI-IS offers a full range of medical services to students, including psychiatric consultation.

*University Health Service:*

<https://umanitoba.ca/student-supports/health-wellness/university-health-service>

104 University Centre, Fort Garry Campus

(204) 474-8411 (Business hours or after hours/urgent calls)

### **Health and Wellness**

Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

*Health and Wellness Educator*

<http://umanitoba.ca/student-supports/student-health-and-wellness>

[britt.harvey@umanitoba.ca](mailto:britt.harvey@umanitoba.ca) (204) 295-9032

## **Student Accessibility Support**

<https://umanitoba.ca/student-supports/accessibility>

## **Live Well @ UofM**

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site: <http://umanitoba.ca/student/livewell/index.html>

## **POLICIES and SUPPLEMENTAL INFORMATION ONLINE:**

### **Copyright:**

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit <https://umanitoba.ca/copyright/> for more information.

### **Your rights and responsibilities**

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

#### **The Academic Calendar**

<https://umanitoba.ca/student/records/academiccalendar.html>

is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form <http://umanitoba.ca/registrar/grades>
- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support at <http://umanitoba.ca/student-supports/academic-supports/academic-integrity>. View the **Student Academic Misconduct** procedure for more information. The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate respectful manner. Policies governing behavior include the:

**Respectful Work and Learning Environment**  
[http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)

**Student Discipline**  
[https://umanitoba.ca/admin/governance/governing\\_documents/students/student\\_discipline.html](https://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html)

**Violent or Threatening Behaviour**  
[https://umanitoba.ca/admin/governance/governing\\_documents/community/669.html](https://umanitoba.ca/admin/governance/governing_documents/community/669.html)

For information about rights and responsibilities regarding **Intellectual Property** view the policy  
[https://umanitoba.ca/admin/governance/governing\\_documents/community/235.html](https://umanitoba.ca/admin/governance/governing_documents/community/235.html)

If you experience **Sexual Violence** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Violence** information website:  
[http://umanitoba.ca/admin/governance/media/Sexual\\_Violence\\_Policy\\_-\\_2020\\_09\\_29.pdf](http://umanitoba.ca/admin/governance/media/Sexual_Violence_Policy_-_2020_09_29.pdf)

**Student Safety & Security Support**  
<https://umanitoba.ca/student-supports/safety-and-security>

Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations  
[http://umanitoba.ca/student-supports/academic-supports/academic-advising](https://umanitoba.ca/student-supports/academic-supports/academic-advising)

**Student Advocacy**  
Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.  
<http://umanitoba.ca/student-supports/academic-supports/student-advocacy>  
520 University Centre, 204 474 7423  
[student\\_advocacy@umanitoba.ca](mailto:student_advocacy@umanitoba.ca)

## **What is Plagiarism**

By S.E. Van Bramer, Widener University 1995

### **Introduction**

Because students often are confused about what is and is not plagiarism, I have prepared this handout to help you understand what is acceptable. There are some gray areas and if you have any questions, ask your instructor. Plagiarism is very serious, and it can be grounds for failure in a course. So, ask first.

Another important point is that as you progress in your education the standards become higher. As a College student you are expected to have your own ideas. To read information and explain it in your words. If you complete an assignment by copying material, you are not showing that you understand something. Only that you can repeat what the textbook says. This does not show that you understand.

### **Definition**

Let's start with a definition:

Plagiarize \pla-je-,riz also j - -\ vb -rized; -riz\ing Vt [plagiary] : to steal and pass off (the ideas or words of another) as one's own : use (a created production) without crediting the source vi: to commit literary theft: present as new and original an idea or product derived from an existing source  
- pla·gia·riz·er n

FROM: Webster's New Collegiate Dictionary 9th ed, (Springfield, Ma: Merriam 1981, p. 870).

### **What to do**

#### **Now what does this mean for you?**

1. First, it is unacceptable to copy something out of a book, newspaper, journal or any other printed source. The most blatant example of this is to directly copy something word for word. It does not matter if it is only a phrase. If it is not yours, either do not use it or place it in quotes and reference it. There are different methods for doing this. The important thing is that the reader can tell what is yours, and what is someone else's.
  - a. For short quotes, use quotation marks in the sentence. An example is "CFC's: These substances are also of concern in connection with the destruction of stratospheric ozone" [Bunce, N. Environmental Chemistry (Winnipeg: Wuerz, 1994, p. 19)]
  - b. For longer quotes it is appropriate to indent the entire passage:

Chlorofluorocarbons, CFCs: These substances are also of concern in connection with the destruction of stratospheric ozone (Chapter

2). Like N20, they have no tropospheric sinks, but are infrared absorbers. Up to 1984, the tropospheric concentrations of three of the major commercial CFCs...

[Bunce, N. Environmental Chemistry (Winnipeg: Wuerz, 1994, p. 19)]

2. Another reason to use references is to show where you get information from. When you state a fact, unless it is "general knowledge," you should say where it comes from. Otherwise, a careful reader will have no way to verify your statement. It may be subjective to decide what is "general knowledge" but keep in mind who is your audience. As an example, what is your reaction to the statement:

Wetlands emit 150 million tons of methane each year [Bunce, N. Environmental Chemistry (Winnipeg: Wuerz, 1994, p. 18)].

Without the reference, why should you believe me?

3. The above examples may seem obvious. If you use something word for word it MUST be acknowledged. Things start to get a bit gray when you paraphrase. There is one simple solution to this dilemma. DO NOT PARAPHRASE! Only use someone else's writing when it serves a purpose. Only use someone else's writing when you want to quote precisely what they wrote. If this is not your goal, USE YOUR OWN WORDS.
  - a. This avoids any ambiguity about who wrote it. After all, you do not want someone to accuse you of plagiarism.
  - b. You need to learn how to write in your own style. You may be influenced by authors that you find clear and easy to understand, but your writing needs to be YOUR writing. Mimicking someone else is not a productive exercise. You just learn to cut and paste.
  - c. An instructor who is reading or grading your work is interested in YOUR understanding of an idea. I am not interested in your ability to copy explanations from the textbook. I know that the author of the book understands it, which is why I picked the textbook. I need to know if YOU understand it.
  - d. Understanding and learning is more than just replaying something you have heard. Writing is a valuable exercise that tests your ability to explain a topic. I often think I understand something, until I try to write it out. This is an important part of learning.

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## **Penalties for Academic Dishonesty** Guidelines

The University of Manitoba Student Discipline By-Law (Policy 1202) establishes a policy and sets out procedures to guide units charged with administering disciplinary action, while also outlining the protection afforded to students through their right of appeal. One of the objectives of the policy is to ensure, as much as possible, that there is similarity of treatment for students with similar infractions.

When infractions arise during the delivery of a course, Department Heads often call the Dean's Office for advice on how to proceed. In many cases they are able to make an initial finding of wrongdoing and assign an appropriate penalty. They also advise students of their right to appeal as well as their right to consult the Office of Student Advocacy for assistance.

Over time, two recurring infractions come to our attention and it may be useful to provide guidelines on procedures and penalties normally assigned in the Faculty of Arts. These are guidelines since, in all cases, the Head will have considered the circumstances of the case before recommending a particular course of action.

### **Plagiarism of Written Material**

Plagiarism is the most common finding of academic dishonesty in the Faculty of Arts. Students have been notified on course outlines that plagiarism is a serious offence and that they should consult the Calendar. The normal procedure is for departments to investigate the infraction and the commonly assigned penalty is a grade of F on the written assignment and a final grade of F in the course. For the most serious cases of plagiarism, such as the submission of a purchased essay, penalties can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty.

For your information, a commercial service located on the WEB at [www.Plagiarism.org](http://www.Plagiarism.org) will examine a manuscript for plagiarism from a variety of electronic sources, such as papers posted on the NET. They will examine up to 5 manuscripts free for any person and provide a written report of their findings. Students must be informed that the Faculty reserves the right to check any work suspected of plagiarism through electronic resources.

### **Cheating or Unauthorized Material During Tests and Exams**

Cheating or the use of unauthorized material during tests and exams is less common but is usually considered a more serious finding of academic dishonesty. Term tests are not treated differently from examinations. The value of the test relative to the final grade is also not relevant.

Since this form of academic dishonesty is considered more serious, you are urged to refer such cases to this office for investigation and disposition, since the Dean has a wider range of possible penalties than does the Department Head. The penalty commonly assigned for this infraction is a final grade of 'F' in the course plus a suspension from registration for further course work in the Faculty of Arts, or courses taught in the Faculty of Arts, from as little as one term to as much as five years, with the final determination based on either mitigating or aggravating factors.

Students may take our courses but be registered in other units. In these cases, the other units are always notified that their student is the subject of an investigation for academic dishonesty. In a case of cheating or use of unauthorized materials during a test or exam, a joint hearing with our office is usually held to ensure that the student does not receive an additional penalty from the other unit. In all instances, it is recommended that students contact the Office of Student Advocacy to ensure they receive independent advice before the hearing.

**Do You Have Concerns/Questions?**

As your instructor, my primary goal is to support your success. If you have any questions or concerns, please do not hesitate to reach out to me during my office hours or contact me at [joseph.asomah@umanitoba.ca](mailto:joseph.asomah@umanitoba.ca).

Have a wonderful semester!