ATSC 595D – Atmospheric Dispersion Modeling – Additional Syllabus Info

A. Academic concession

You may need to request an academic concession for medical reasons, on compassionate grounds, or in certain cases of conflicting responsibilities. Please refer to UBC's policy on Academic Concession for details.

To apply for an academic concession, please inform your instructor as soon as possible.

B. If you are ill

Please don't come to class if you have an illness that could be transmitted to your classmates (e.g., a respiratory infection). In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed. Please inform your instructor if you are ill; you will not lose participation marks if you miss a small number of classes due to illness. If you are ill for a long period of time, please contact your instructor to discuss, and apply for an academic concession. More information about UBC's framework for preventing communicable disease is here.

C. Academic Integrity, Generative Artificial Intelligence, and Copyright

1. What is academic integrity?

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

2. Why is academic integrity important?

The course teaching team, UBC, and the scholarly community at large share an understanding of the ethical ways that we use to produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work, but it also means we produce our own contributions that add to the scholarly conversation: we don't buy or copy papers or exams, or have someone else edit them. We also don't falsify data or sources, or hand in the same work in more than one course.

As a student, your number one task is to learn new things. Just like your professors, however, you are a member of a university scholarly community. As a part of this community, you are responsible for engaging with existing knowledge and contributing ideas of your own. Academics—including you!—build knowledge through rigorous research that expands on the contributions of others, both in the

faraway past and around the world today. This is called scholarship. Academic integrity, in short, means being an honest, diligent, and responsible scholar. This includes:

- Accurately reporting the results of your research, e.g., when collecting data in a lab.
- Taking exams without cheating.
- Completing assignments independently or acknowledging collaboration when appropriate. Collaboration through group work is an effective way to learn. I will clearly indicate when you should collaborate, for example during in-class group work and on some online homework assignments.
- Creating and expressing your own original ideas.
- Engaging with the ideas of others, both past and present, in a variety of scholarly platforms such as research journals, books by academics, lectures, etc.
- Explicitly acknowledging the sources of your knowledge, especially through accurate citation practices.

3. What should I know about sharing course materials?

We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work. All assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you by the Teaching Team or in the textbook are for use in this course by students currently enrolled in this course. It is *unacceptable* to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Docs). It is *unacceptable* to copy and paste sentences from the textbook (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and textbook authors' intellectual property, and follow copyright law.

4. What happens when academic integrity is breached?

Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred for consideration for academic discipline. Careful records are kept to monitor and prevent recurrences. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in at minimum a grade of zero for the assignment, and these cases will be reported to the Head of the Department of Earth, Ocean & Atmospheric Sciences, and Associate Dean Academic of the Faculty of Science.

5. What support is available?

Feel free to ask me about academic integrity. Part of my job is to guide your growth as a scholar, and I would much rather you ask for clarification than unintentionally engage in academic misconduct, which has serious consequences. If you are unsure about what constitutes academic misconduct, please reach out to me via email, Piazza, Slack, or in person.

Sometimes students who are experiencing a lot of stress feel the only way to deal with a situation is to cheat. Please do not do this. Talk to me, and I am sure we can work something out together.

To help you learn your responsibilities as a scholar, please read and understand UBC's expectations for academic honesty in the UBC Calendar: "Academic Honesty," "Academic Misconduct," and "Disciplinary Measures,". Read and reflect on the Student Declaration and Responsibility. There are resources to help you meet these expectations, for example the Chapman Learning Commons "Understand Academic Integrity".

For written assignments and help with plagiarism and citation, see the Centre for Writing and Scholarly Communication.

Additional resources for learning with integrity can be found on the UBC Academic Integrity Website.

6. Collaboration and Working with Others

Many course activities and some assignments are designed to be completed in groups, allowing you to work with your peers. Other assignments are individual, and you are expected to complete these by working individually and writing in your own words. It is unacceptable to have others write assignments on your behalf, to write assignments on others' behalf, to copy other students' work, or to allow other students to copy your work.

7. Generative Artificial Intelligence

See lots of info at https://ai.ctlt.ubc.ca/

Students **are** permitted to use artificial intelligence tools, including generative AI, to gather information, review concepts or to help produce assignments. However, students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately. Use of AI tools is not permitted during midterm exams and final exams in this course.

Tools that use artificial intelligence algorithms to generate written content by comparison to a large dataset of training data, such as ChatGPT, have become widely accessible (these are often referred to as "generative AI tools"). Whilst these tools offer many possibilities to support learning, they also come with challenges and in this course are no substitute for one of the fundamental goals of the course, which is to learn through practicing the craft of scientific writing.

In this course, you are not required to use these tools to complete your assignments. However, should you choose to, it is acceptable to use generative AI tools to carry out a preliminary search for information and to gather ideas for further research elsewhere; you can also use other non-scholarly sources (e.g., Wikipedia) for this purpose. If you use such tools, you should be aware of the privacy implications for doing so: for more information, please refer to UBC's Privacy Impact Assessment for generative AI tools. In addition, if you use these tools or other non-scholarly sources, you must disclose your use of them: instructions for disclosure will be provided in assignment guidelines.

It is unacceptable to have a generative AI tool write assignments (or parts of assignments) on your behalf. You should be aware that generative AI tools can produce biased, false or misleading content,

because of the nature of the content in the training datasets. They are designed to produce the most statistically plausible text result, not necessarily the correct one, and they cannot take responsibility for what they produce. You, on the other hand, must take responsibility for the accuracy and integrity of your written work: therefore, you should not consider the output of a generative AI tool to be reliable unless verified by information in scholarly sources, and the information included in your assignments must be found in and attributed to scholarly sources.

There are other common applications that use generative AI, including spelling and grammar editors and translation applications (e.g., Grammarly and Google Translate). You may use spelling and grammar editors to double-check an assignment draft. Similarly, you may use a translation application to translate words and short phrases that you have written in another language and wish to use in your assignment. However, it is unacceptable to write your assignment (or a substantive part of the assignment) in another language and use an application to translate it to English.

Ultimately, this course is designed to help students practice creative and critical thinking, and the ability to construct well-reasoned written arguments based on evidence. Using generative AI tools to produce entire written assignments will stifle independent thinking and undermine development of these valuable skills. If you have questions around the acceptable or unacceptable use of generative AI tools, we encourage you to speak to your instructor.

D. Extreme Environmental Conditions

1. Weather Contingency Plan for Class Sessions, Quizzes, and Exams

In-person, on campus activities may need to be cancelled due to issues such as weather conditions (e.g., snow). The most up-to-date information about cancellations will be posted on ubc.ca. Please check ubc.ca often during times when an extreme weather event could disrupt our course activities. If in-person classes or exams are cancelled, the following contingency plans will take effect. The uncertainty that comes with extreme weather events can be stressful. Rest assured I will be flexible with assignment deadlines and communicate with you as early as I can. I will try to communicate with you about weather-related class cancellations through Canvas and/or Piazza announcements. Here is what you can expect in the event an in-person class session, quiz, or exam is cancelled:

2. In case in-person classes are cancelled due to weather: If in-person activities are cancelled due to weather or other environmental conditions, class will be held online. The Zoom link will be posted on Canvas/Piazza. For those unable to participate in an online class on short notice, I will provide a lecture recording that is posted to Canvas/Piazza. Meanwhile other assignments such as homeworks can still be completed remotely and submitted via Canvas.

3. If weather impacts the midterm exam or other assignment deadlines we will reschedule: Please see Canvas/Piazza for rescheduling notifications. It is likely the quiz/midterm will take place at the next class session.

4. In extreme cases of long-duration weather cancellations, the quiz/midterm might be dropped and the weight will be redistributed to other course components as follows. Details would be announced in Canvas/Piazza.

5. If you are registered to write exams at the Centre for Accessibility, I encourage you to reach out to your CFA advisor well in advance to discuss the weather contingency plan for this course.

6. If you have any questions or concerns about this weather contingency plan, please come talk to me. Discussing any issues prior to the cancellation is helpful so we can work out a plan in advance.

E. Learning Analytics and Student Support

1. LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas, Piazza, and Zoom, which capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, your instructor and TA may use analytics data to view overall class progress, and track individual students' progress in order to assess participation in the course.

2. UNIVERSITY VALUES and POLICIES - **Resources to support student success**

UBC provides resources to support student learning and to maintain healthy lifestyles, but recognizes that sometimes crises arise and so there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated, nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty, and students are expected to acknowledge the ideas generated by others, and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website**.**