

**CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY  
SOCI 3004B: INTRODUCTION TO QUALITATIVE RESEARCH METHODS:  
STUDYING DIGITAL CULTURES  
WINTER TERM 2025**

**PREREQUISITES:** SOCI 2001 and third-year standing.

**METHOD OF DELIVERY:** In-person lectures (3 hours per week).

**CLASS TIME:** Fridays 11:35-14:25

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## **COURSE INSTRUCTOR**

Dr. Michael Mopas

Office: 787D Loeb Building

Office hours: By appointment only

Email: michael\_mopas@carleton.ca (this is the best way to get a hold of me, but please allow 24 to 48 hours for a response)

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## **ABOUT THE COURSE**

### Description

Many of us spend countless hours online on platforms like Instagram, TikTok, YouTube and Twitch. Whether this is to build connection with others or to construct an identity or sense of self, we are greatly impacted by the digital cultures that these social media platforms help to produce. Yet, at the same time, the relationships, interactions, and encounters that we have online shape the characteristics and features of these digital cultures.

This course will introduce students to some of the ways that we, as sociologists, can empirically study digital cultures and our engagement with social media. This semester, we will focus on three specific methods: 1) content analysis; 2) ethnography (or netnography); and 3) interviews. Particular attention will be paid to how these methods can be applied to studying the online world and our engagement with it.

This course will build on knowledge and skills developed in SOCI 2001 and is designed to help students gain a deeper understanding of qualitative research methodology. As students in this course, you will: 1) expand your knowledge of a variety of methods of qualitative data collection and analysis; 2) apply this knowledge to studying digital cultures; and 3) gain practical experience in qualitative research that will enable you to design and undertake your own independent projects in the future.

### Learning objectives:

- To give students an awareness of a broad array of qualitative research techniques used to study social media use and digital cultures.
- To give students practical experience in qualitative data collection and analysis.

- To make students critical consumers of research studies that rely on qualitative methodologies.
- To further develop students' oral and written skills.

#### Learning outcomes:

Students who perform well in this course will...

#### Demonstrate **knowledge** of:

- How qualitative research can be conducted online.
- The practical challenges of undertaking qualitative research online.
- The ethical concerns surrounding online research.
- Various methods for the collection, analysis, and presentation of qualitative research data.

#### Have developed the following **skills**:

- The ability to make an informed choice about the appropriate use of qualitative research methods.
- The ability to read, recognize and critique a range of qualitative approaches used in sociological research.
- The competence to collect, analyse and present qualitative data.
- The capacity to critically reflect on both the content and process of a research project and to identify potential ethical issues.
- The proficiency to write about qualitative research in a clear and concise manner.

#### Approach to teaching and learning

I am a firm believer that good teachers 'facilitate' learning. Good teachers not only communicate information and knowledge to their students, but also enable and encourage students to become responsible for their own learning. As such, it is my job to get you excited about this field by providing interesting and interactive course lectures, assigning thought-provoking reading material, and giving challenging (but fair) assignments, so that you can become actively involved in your own learning experience.

## **COURSE MATERIALS AND RESOURCES**

### Required readings

The readings listed on the course schedule (see below) are all available online (as downloadable PDFs or e-books) through the Carleton University Library system. All students officially registered in this course should have access to these resources. There are no additional costs for required materials in this course.

### Online resources

A course website (using Brightspace) has been designed and placed online. Access to the website is password protected and restricted to students enrolled in this course. The website will be used by the instructor as an additional means of distributing course material and information (e.g., lecture notes, class announcements, class marks, links to

course-related Internet sites, etc.). Students are expected to check the website on a regular basis.

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## **COURSE SCHEDULE AND ASSIGNED READINGS**

The readings assigned for each week will directly relate to the lecture material and expand upon many of the issues covered in class. Students will be expected to have all assigned readings completed **PRIOR** to each class.

### **January 10: Introduction**

Required readings: N/A

### **January 17: What is digital culture? And why study it?**

Required readings:

Song, F. W. (2010). THEORIZING WEB 2.0: A cultural perspective. *Information, Communication & Society*, 13(2), 249–275.

Deuze, M. (2006). Participation, Remediation, Bricolage: Considering Principal Components of a Digital Culture. *The Information Society*, 22(2), 63–75.

Agee, Jane. “Developing Qualitative Research Questions: A Reflective Process.” *International Journal of Qualitative Studies in Education*, vol. 22, no. 4, 2009, pp. 431–47.

### **January 24: Studying digital culture – some examples**

Required readings:

Bandinelli, C. (2022). Dating apps: towards post-romantic love in digital societies. *International Journal of Cultural Policy: CP*, 28(7), 905–919.

Hall, N.-A. (2022). Understanding Brexit on Facebook: Developing Close-up, Qualitative Methodologies for Social Media Research. *Sociological Research Online*, 27(3), 707–723.

### **January 31: The ethics of online research**

Required readings:

Toffoletti, K., Olive, R., Thorpe, H., & Pavlidis, A. (2021). Doing feminist physical cultural research in digital spaces: reflections, learnings and ways forward. *Qualitative Research in Sport, Exercise and Health*, 13(1), 11–25.

Winter, R., & Lavis, A. (2020). Looking, But Not Listening? Theorizing the Practice and Ethics of Online Ethnography. *Journal of Empirical Research on Human Research Ethics*, 15(1/2), 55–62.

Hennell, K., Limmer, M., & Piacentini, M. (2020). Ethical Dilemmas Using Social Media in Qualitative Social Research: A Case Study of Online Participant Observation. *Sociological Research Online*, 25(3), 473–489.

### **February 7: Conducting content analysis online (part 1)**

#### Required readings:

Elo, Satu, and Helvi Kyngäs. “The Qualitative Content Analysis Process.” *Journal of Advanced Nursing*, vol. 62, no. 1, 2008, pp. 107–15.

Altheide, D., & Schneider, C. (2013). Ethnographic content analysis. In *Qualitative Media Analysis* (Second Edition ed., pp. 23-37). SAGE Publications, Ltd.

### **February 14: Conducting content analysis online (part 2)**

#### Required readings:

Friedman, M. (2018). Insta-judgement: Irony, authenticity and life writing in mothers’ use of Instagram. *Interactions (Bristol, England)*, 9(2), 169–181.

Eriksson, Henrik, et al. “Nursing under the Skin: A Netnographic Study of Metaphors and Meanings in Nursing Tattoos.” *Nursing Inquiry*, vol. 21, no. 4, 2014, pp. 318–26.

Kim, L. & Johnson, B. (2018). Contesting race in YouTube’s *K-Town*: “It’s white people in Asian disguises”. *Journal of Social Media in Society*, 7(1), 78-105.

### **February 21: READING WEEK (CLASS CANCELLED)**

#### Required readings: N/A

### **February 28: Netnography (part 1)**

#### Required readings:

Postill, John, and Sarah Pink. “Social Media Ethnography: The Digital Researcher in a Messy Web.” *Media International Australia Incorporating Culture & Policy*, vol. 145, no. 145, 2012, pp. 123–34.

Piacenti, D. J., Rivas, L. B., & Garrett, J. (2014). Facebook Ethnography: The Poststructural Ontology of Transnational (Im) Migration Research. *International Journal of Qualitative Methods*, 13(1), 224–236.

Cocq, C., & Liliequist, E. (2024). Digital ethnography: A qualitative approach to digital cultures, spaces, and socialites. *First Monday*, 29(5).

### **March 7: Netnography (part 2)**

#### Required readings:

Bjork-James, S. (2015). Feminist Ethnography in Cyberspace: Imagining Families in the Cloud. *Sex Roles*, 73(3–4), 113–124.

Berdychevsky, Liza, and Galit Nimrod. “Let’s Talk about Sex’: Discussions in Seniors’ Online Communities.” *Journal of Leisure Research*, vol. 47, no. 4, 2015, pp. 467–84.

### **March 14: Interviewing (part 1)**

#### Required readings:

Silverman, Robert Mark, and Kelly L. Patterson. “Online Qualitative Interviewing and Focus Groups.” *Qualitative Research Methods for Community Development*, 2nd ed., Routledge, 2022, pp. 103–11.

Janghorban, Roksana, et al. “Skype Interviewing: The New Generation of Online Synchronous Interview in Qualitative Research.” *International Journal of Qualitative Studies on Health and Well-Being*, vol. 9, no. 1, 2014, pp. 24152–24152.

### **March 21: Interviewing (part 2)**

#### Required readings:

Daly, S. E., & Reed, S. M. (2022). “I Think Most of Society Hates Us”: A Qualitative Thematic Analysis of Interviews with Incels. *Sex Roles*, 86(1–2), 14–33.

Marwick, A. E., & boyd, danah. (2011). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. *New Media & Society*, 13(1), 114–133.

Wallace, Ruth, et al. “Netnographic Slog: Creative Elicitation Strategies to Encourage Participation in an Online Community of Practice for Early Education and Care.” *International Journal of Qualitative Methods*, vol. 17, no. 1, 2018.

### **March 28: Interpreting and presenting qualitative data**

#### Required readings:

McNaught, Carmel, and Paul Lam. “Using Wordle as a Supplementary Research Tool.” *Qualitative Report*, vol. 15, no. 3, 2010, pp. 630–43.

Chenail, Ronald. “Presenting Qualitative Data.” *Qualitative Report*, 1995.

Hays, Charles A., et al. "Opportunities and Constraints in Disseminating Qualitative Research in Web 2.0 Virtual Environments." *Qualitative Health Research*, vol. 25, no. 11, 2015, pp. 1576–88.

#### **April 4: Course wrap-up**

Required readings: N/A

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### **COURSE REQUIREMENTS AND METHODS OF EVALUATION**

Students will be evaluated as follows:

<b>Assignments</b>	<b>Grade</b>	<b>Due Date</b>
Assignment #1: Online content analysis	20%	February 14, 2025
Assignment #2: Netnography	30%	March 14, 2025
Assignment #3: Interviewing	30%	April 4, 2025
Attendance and participation	20%	N/A

#### Research assignments

Students will submit three research assignments over the course of the semester. Each assignment is designed to get students to conduct some form of qualitative research online. More explicit instructions for each assignment will be distributed later in the term.

#### Attendance and participation

Discussion and dialogue are integral to student learning. Students are expected to have carefully read all the assigned materials prior to each class and be prepared to actively participate in class discussion. The mark you receive will be based on attendance and the overall quality (not the quantity) of your participation (e.g., how well you have understood the readings, the ability to critically engage with the materials and relate them to the overall themes of the course, etc.).

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### **COURSE POLICIES REGARDING ASSIGNMENTS**

#### Citation style

The Chicago author-date citation style (17<sup>th</sup> edition) is to be used in the assignments and papers for this course. For more information, please see:

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

#### Submitting assignments and late penalties

All assignments and final take-home exams must be submitted electronically through Brightspace. Subject to the extension policy outlined below, there will be a 2% per day deduction from assignments submitted late. The late penalty applies equally to Saturday and Sunday. That is, a paper due on Tuesday that is handed in on Wednesday (1 day

late) will be subject to a 2% deduction from the overall assignment grade (i.e., out of 100%). The same paper handed in on the following Monday (6 days late) will be subject to a 12% deduction.

### Extension Policy

Students must request an extension PRIOR to the due date of an assignment. To receive an extension for an assignment, a student must provide written documentation of his or her inability to complete the assignment on time. Written documentation will generally take the form of a self-declaration form. For non-medical notes, the instructor will accept a note from the Registrar's Office (or similar University official), social worker, clergy member, lawyer, etc. Once the student has provided the instructor with adequate documentation of their inability to complete the assignment on time, the student and the instructor will negotiate a new due date for the assignment. Assignments submitted after the negotiated deadline will be subject to the late penalty outlined above.

## **GENERAL COURSE POLICIES**

Every student enrolled in this course is responsible for reading the following policies. It contains everything you need to know about the rules, requirements and regulations set out for this course.

### Courtesy during lecture/seminar

Please do NOT come to lecture/seminar if you intend to sleep, surf the web, or chat with friends. This kind of behaviour annoys me and other students in the class. If you do intend on coming to lecture or tutorial, there are a couple of general rules that students must abide by:

1. Unless there is a class discussion going on, there is NO TALKING during the lecture/seminar.
2. LAPTOP COMPUTERS ARE FOR NOTE-TAKING ONLY – not e-mail, web surfing, social media, or playing online games.

### Office Hours

My office hours are posted on my office door (787D Loeb Building). You are welcome to drop by during office hours or you may make an appointment if you feel you need extra time or cannot make the time I have allotted. If my door is open, you are welcome to see me even if it is not during my office hours. If my door is shut, please do NOT knock unless it is an emergency. If my door is shut, I am either working, on the phone, or not in the office. Please do NOT drop by right before the class as I'm usually doing last-minute preparations.

### E-Mail

I will do my best to respond to your e-mails as quickly as possible. However, please allow at least 24 to 48 hours for a reply. Please be patient. I do my very best to respond in a timely fashion, but sometimes it is just not possible.

## REGULATIONS COMMON TO ALL COURSES AT CARLETON UNIVERSITY

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		DEF = Deferred

### Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here: <https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**For students with disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

\*The deadline for contacting the Paul Menton Centre regarding accommodation for February/March examinations is **February 1, 2025** and **March 15, 2025** for April examinations.

**For pregnancy:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**For religious obligations:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**For survivors of sexual violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>



**For student activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **Student Mental Health**

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Here is a list of resources that may also be helpful:

**Emergency resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **Carleton resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **Off campus resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Plagiarism**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level, then it is referred to a tribunal appointed by the Senate.

#### **University resources that may be of assistance to students:**

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

#### **Other important information:**

- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.

- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>

### WINTER TERM 2025 – Important Dates and Deadlines

Date	Activity
<b>December 30, 2024</b>	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
<b>January 3, 2025</b>	University reopens.
<b>January 6, 2025</b>	Winter term begins. Full winter and early winter classes begin.
<b>January 10, 2025</b>	Last day for registration and course changes (including auditing) in early winter courses.
<b>January 17, 2025</b>	Last day for registration and course changes (including auditing) in full winter and late winter courses.
	Last day to withdraw from early winter courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in winter 2025 and must register for the winter 2025 term.
<b>January 24-26, January 31-February 2, 2025</b>	Full fall and late fall term deferred final examinations will be held.
<b>January 31, 2025</b>	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
<b>February 1, 2025</b>	Last day for academic withdrawal from early winter courses.

	Last day to request Formal Examination Accommodations for Feb/Mar final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
<b>February 7, 2025</b>	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter term undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
<b>February 14, 2025</b>	Last day of early winter classes.
	Last day for final take-home examinations to be assigned in early winter courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for early winter courses.
	April examination schedule available online.
<b>February 17, 2025</b>	Statutory holiday. University closed.
	Deadline for course outlines to be made available to students registered in late winter courses.
<b>February 17-21, 2025</b>	Winter break, no classes.
<b>February 22-23, March 1-2, 2025</b>	Final examinations in early winter undergraduate courses will be held.
<b>February 24, 2025</b>	Late winter classes begin.
<b>March 1, 2025</b>	Last day for receipt of applications to Bachelor of Architecture, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Music and Bachelor of Social Work degree programs for the fall/winter session.
	Last day for receipt of applications for admission to an undergraduate program for the summer term.
	Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships)

	administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).
<b>March 7, 2025</b>	Last day to withdraw from late winter term courses with a full fee adjustment.
<b>March 14-16, 2025</b>	Early winter undergraduate deferred final examinations will be held.
<b>March 15, 2025</b>	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
<b>March 25, 2025</b>	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
<b>April 1, 2025</b>	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate from outside Canada or the United States, except for applications due March 1.
	Last day for receipt of applications from potential spring (June) graduates.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
<b>April 8, 2025</b>	Winter term ends.
	Last day of full winter, late winter, and fall/winter classes.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

	Last day that can be specified by an instructor as a due date for term work for full winter and late winter courses.
<b>April 9-10, 2025</b>	No classes or examinations take place.
<b>April 11-26, 2025</b>	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.