University of Guelph

Department of Sociology and Anthropology

Fall 2016

Lecturer: Dr. Victoria I. Burke

Course Time: 19:00-21:50 PM TUE

Course Location: ROZH 108

Office Location: Mack 607 (office wing)

Office Hours: 4:00-5:00 PM TUE

Email: vburke@uoguelph.ca

**Semiotics: Theory and Methodology**

Semiotics is the study of linguistic signs, sign systems, codes of signification, and the ways in which signs generate meaning. It examines the production and circulation of meaning and symbolic systems in society. This advanced course in semiotics will study the history of the conception of the sign, from G.W.F. Hegel (nineteenth century), Saussure, Peirce, Benveniste to Roland Barthes, Jacques Lacan and Jacques Derrida (twentieth century). We will look at idealist, structuralist, and post-structuralist theories of signification, and specific sign systems and topographies, such as psychoanalysis, surrealism, theories of desire in language, theories of language and the unconscious, as well as the signification of gender. This course on semiotics will be focused on the theoretical study of language from a European, rather than Anglo-American, point of view. This is a sociology course, and our interpretive work will not only examine the tools and categories developed and used by various semioticians but, also, the sociosemiotics of cultural phenomena, popular culture, and material symbolic codes, especially as they are illustrated in Roland Barthes's *Mythologies*. "A tree is a tree," writes Barthes, "but a tree as expressed by Minou Drouet is no longer quite a tree, it is a tree which is decorated, adapted to a certain type of consumption, laden with literary self-indulgence, revolt, images, in short with a type of social *usage* which is added to pure matter”. Women's magazine food-photography, the iconography of the baseball hero Babe Ruth, the "becoming-bare" in commercial striptease, and the spectacle of defeat in wrestling all reflect concrete systems and representational codes of meaning that influence our experience of the social world. Our experience of the social world is saturated with such symbolic codes. Social patterns, boundaries, and expectations are linked to codes of meaning by the semiotic structures of analogy, similitude and difference, reference. Our analysis of particular, material codes in the social imaginary will not only illuminate these concrete systems of meaning but, also, the various theories of language that we will study and apply. These theorists all conceived of subjectivity and, therefore, linguistic meaning, differently. Jacques Lacan wrote that “the unconscious is structured like a language”. Semiotic codes are reflected in the concrete form of popular culture, canonized literary characters, cultural heroes, and artistic representation, symbol and allegory, and social boundaries. Much of our attention will be devoted to analyzing the semiotic structures of specific cultural codes through application of theory. Our study of psychoanalysis will examine mappings of psychic, symbolic imaginaries (such as abjection, the third, the phallus, sublimation, avoidance, and neuroses). Our study will intersect with other standard philosophical matters, such the mind, the nature of representation, materialism, the imagination, and margin and center. This course is interdisciplinary, at the intersection of philosophy, cultural studies, sociology, and literary studies.

**Required Texts:**

\*Three small books (well-known classics available on the used book market for price-conscious students who do not want to buy new copies):

Andre Breton, *The Communicating Vessels*

Roland Barthes, *Mythologies*

Jacques Derrida, *Voice and Phenomena: An Introduction to Husserl's Theory of Signs* (older translation titled *Speech and Phenomena*)

\*Photocopy packet

\*Ereerve materials from Kaja Silverman: the Silverman book *The Subject of Semiotics*, which is a good history of the semiotic field, and which will be our road map through the course, is in the McLaughlin library ebook collection and will be linked to ereserve and, hence, free to you as part of your university tuition

**Recommended:**

Roland Barthes, *Elements of Semiology* will be ordered at the bookstore as an optional, but recommended, reading (I will be discussing it in class)

**Course Requirements:**

For this advanced course the focal point is the term paper (the first draft of which is due in Week 8). This major research project will be submitted in several stages, to offer you the opportunity to revise based on my comments. First materials of this project are an outline and list of source abstracts due in week 6. You may choose any topic related to semiotics. You must use at least two sources that are on the primary reading list for this course, and at least five sources in total.

\*3 exegetical reading papers (5-6 pages): 10% x 3 (30%)

Students may substitute a class presentation for one exegetical reading paper

\*2 Quizzes (vocabulary tests) 5% x 2 (10%)

\*1 term paper outline and abstracts of sources due in week 6: (15%)

\*1 term paper draft due in week 8: 20%

\*Class Participation: 15%

\*Final term paper due after the end of term: 10%

**Course Objectives:** SOC\*4450 will: 1.) introduce students to the basic concepts and categories used in the interdisciplinary field of semiotics; 2.) give students the opportunity to use the basic concepts and categories of semiotics; 3.) develop students’ communication skills through opportunities for spontaneous classroom verbal interaction; 4.) give students practice in reading comprehension; 5.) develop students’ writing and research ability through the development of a major research paper.

**Class sessions:** this class will involve looking at course texts closely and analyzing them. We will also apply the categories and structures discussed in the readings to actual, social, signifying codes. The powerpoint presentations will only be bare-bones sketches and are not going to be an adequate substitute for attendance (for many weeks, there may be no PPTs at all). Much of our time will involve closely analyzing the text line-by-line. I will not be able to put this on the slides. If you have a laptop or tablet you can access some of the materials in class through ereserve while we examine and discuss them in detail in class. If you do not have a laptop or tablet, you will need to print out the online readings because you will be disadvantaged in class if you do not have the texts in front of you. We will also be looking closely at the books and photocopied materials. The central focus will be the dissection of social systems of meaning by using semiotic categories, and the theoretical clarification of those categories.

**Quizzes:** There will be two quizzes, worth 5% of your grade each (total 10%). The quizzes are 20-minute vocabulary tests that could cover any material that has been covered in the class thus far. They will ask you to define a word or phrase. These quizzes cannot be made up at a later date. The dates of the scheduled quizzes are on the syllabus, and you have plenty of warning. If you miss a quiz, you will lose 5% of the possible 100% of course points. This may not seem like a lot at the beginning of term, but you will want those points later in the term. Even if you have a good excuse, such as a hospitalized parent or a car accident, these cannot be made up. We do not have the staffing to invigilate multiple make-up quizzes. It is highly advisable to plan in advance to take each of the two quizzes. There are no advanced study guides for the quizzes, and their contents will be a complete surprise. Anything that has been covered thus far in the term is fair game, although, if it has previously appeared on a quiz, it will not appear on a quiz again.

**Participation Marks**: Participation points are awarded for students who actively make themselves known through discussion contributions and questions. Participation marks will be awarded on the basis of the level of student engagement with the discussions. Generally, students who make regular class contributions have a good chance of getting full marks. Students who display a capacity to engage with others (students, readings) dialogically (and who display a capacity to internalize the views of others) will generally be given greater credit than students whose social orientation is one-sided or aggressive. Other factors include: level of insight into readings, level of currency with present states of affairs, reading comprehension, consideration of others and productive engagement. If you are concerned about your mark, you can ask me for an estimate of your grade 2/3rds of the way through the term and I will give you an estimate at that point.

**Citation Style:** Use the MLA, APA, or *Chicago Manual of Style* as a style guide for citations. It is not important which style sheet you use: what is important is that you are consistent and correct. You may wish to use the style guide that is most commonly used in your disciplinary major. I will post a style guide for your convenience on the courselink site. Do not send emails to the instructor inquiring about citation style. Citation of Handouts, PPTs, or lectures (for example, Burke March 6, 2014). Common knowledge that is widely known does not need to be cited, unless it is widely known as being an idea that originated with a particular person. The claim that “sentences should have a subject and a verb” does not need to be cited; but the claim that “one should aim at the mean between excess and deficiency” should be cited to Aristotle, even though it is widely known. If you believe an idea is not common knowledge, and if you know the idea does not originate with you, cite the source.

**Guidelines for submitting written work:** The essays must be submitted on white 8.5 x 11 paper, typed and double-spaced. Students must keep a copy of their work for their own files in case the paper should become lost. All papers for this course must be uploaded to the appropriate dropbox on the courselink site.

**Deadlines:** This course has frequent deadlines: one every two weeks. So you need to stay on top of them. This is an advanced course, and it provides the opportunity for you to really polish your writing after feedback from me. All assignments are to be uploaded to the appropriate dropbox on the courselink site. Assignments will not be accepted via email or fax, and university regulations regarding late work during the final exam period will be strictly observed. For this class there are no late penalties for missed deadlines, but sticking to them will mean greater attention to your work from me. All deadlines are 11:59 PM on Friday.

**Ecologically friendly writing assignments and Citation Style:** In the interest of maintaining an ecologically sound course, cover sheets are not required on the assignments. Put your name and student number at the top of the first page and start the essay one quarter of the way down the page. Use the MLA, APA, or *Chicago Manual of Style* as a style guide for citations. It is not important which style sheet you use: what is important is that you are consistent and correct. Do not include a separate bibliography page, use footnotes at the bottom of each page. I will post a style guide for your convenience on the courselink site. If in doubt, follow the guide posted on the site. Do not send emails to the instructor inquiring about citation style. Citation of Lectures, PPTs, and Handouts example (Burke March 6, 2014).

**Laptops**: Laptops are permitted, but not advisable, for taking notes during lectures. There is quite a bit of evidence now that students retain the material better when they take notes on paper by hand, rather than by typing the contents of the lecture by rote into a laptop. Connected laptops also hold a variety of distractions, such as instant messaging and Facebook, which obviously distract students from the lecture.

**Email:** Philosophical questions about content will not be answered on email. Students must avail themselves of class time, or office hours in order to have their questions about content answered. Only short administrative questions will be answered on email by the lecturer. You can expect a response in 48 hours. If you have a question, the first thing to do is check the course website or syllabus. 40% of the emailed questions I receive concern requests for information that is freely available on the course website. If you email a question, the answer to which is on the course website, you will not receive a response due to the volume of email we receive. If the student does genuinely need to email the lecturer, she or he should include the course code in the subject line (since Lecturers teach multiple courses).

**Office Hours:** My office hours are Tuesday: 4:00-5:00 PM + by appointment [Office Location: Mack 607 (office wing) telephone ext. 52504]. These are free and open hours when you can simply drop in to discuss material, and to ask questions of any sort. Students do not need to advise me in advance that they are coming to visit during office hours. The poster on the office door does not designate my office hours. It designates the hours I am occupying the office. Do not knock on the office door at any time other than my designated office hours, unless you have an appointment.

**Desire2Learn Site:** This class will have a Desire2Learn website, where all handouts, and assignments will be posted. Students may access the site through Courselink, and are required to check the site regularly for announcements. Student grades for the assignments will also be posted on the courselink site.

**Readings and Lectures:** Students should read the assigned material prior to class, and should bring the texts to class as class may involve careful and close examination of the readings.

**Course Schedule**

**Week 1**

September 13: Course Introduction; G.W.F. Hegel’s Semiology

Readings: Derrida, “Speech and Writing According to Hegel,” pp.107-130 (Ereserve); Barthes, “The Brain of Einstein,” *Mythologies*, pp. 68-70

We will look at Ereserve items in class (these selected paragraphs only): G.W.F. Hegel, *Philosophy of Spirit* (*Philosophy of Mind*, *Geist*) #455-468; Hegel, *Phenomenology of Spirit* (#333-346)

Preliminary discussion of "semiotic analysis" and “myth” in application to Barthes's "The Brain of Einstein" essay from book *Mythologies*

**Week 2**

September 20: Ferdinand de Saussure

Readings: Silverman, *Subject of Semiotics* (section on Saussure), pp. 4-13; Stawarska, “Derrida and Saussure on entrainment and contamination”, pp. 297-312 [both linked to Ereserve]; Ricœur, “On Double Meaning as a Hermeneutic Problem”, pp. 384-397 (photocopy)

Comparison of Saussure and Hegel on “the sign”; notions of reference, metaphor, metonymy, symbol, sign

**Week 3**

September 27: Charles Sanders Peirce

Readings: Silverman, *Semiotics* (section on Peirce), pp. 12-24; Peirce, “What is a Sign?” pp. 98-119; Shogimen, “The Elusiveness of Context,” pp. 233-252; Gal, “The Semiotics of the Public/Private Distinction,” pp. 77-95 [all linked to Ereserve]

\*Exegetical Reading Paper Due to Dropbox by September 30 @ 11:59 PM

**Week 4**

October 4: Roland Barthes

Readings: Barthes, *Mythologies* (complete); Silverman, *Semiotics* (section on Barthes), pp. 25-31 [Ereserve]

**Week 5**

October 18: Roland Barthes

Readings: Barthes, *Mythologies* (cont’d.); Silverman, “The Miracle of Analogy”, pp. 1-19 [Ereserve]; Heidegger, “Language”, pp. 189-210 (photocopy)

\*Exegetical Reading Paper Due to Dropbox by October 21@ 11:59 PM

**Week 6**

October 25: Jacques Derrida

Readings: Derrida, *Voice and Phenomena*, “Translator’s Introduction,” pp. xi-xxix, “Introduction,” pp. 3-14, “Sign and Signs,” pp. 15-22; Derrida, “Differance” pp. 1-27 (photocopy)

\*Term Paper Outline and Abstracts Due to Dropbox by October 28 @ 11:59 PM

Discussion of the sign and voice, ideality, indication, expression

**Week 7**

November 1: Jacques Derrida

Readings: Derrida, *Voice and Phenomena*, “Meaning and Representation,” pp. 41-50, “The Sign and the Blink of an Eye,” pp. 51-59, “The Voice that Keeps Silent,” pp. 60-74; McCumber, *Poetic Interaction*, pp. 380-408 (photocopy)

\*Exegetical Reading Paper Due to Dropbox by November 4 @ 11:59 PM (if student is writing a 3rd exegetical)

**Week 8**

November 8: Benveniste

Readings: Silverman, *Semiotics* (section on Benveniste), pp. 43-54 [Ereserve]

\*Quiz #1 (Vocabulary Test)

\*Term Paper Draft Due to Dropbox by November 12 @ 11:59 PM

**Week 9**

November 15: Andre Breton: The Epistemology and Semiotics of Surrealism

Readings: Breton, *The Communicating Vessels* (complete); Silverman, Semiotics (section on the pleasure principle), pp. 56-86; Malabou, “Plasticity and Elasticity in Freud’s Beyond the Pleasure Principle,” pp. 78-86 [Ereserve]

Recommended: Freud, *Beyond the Pleasure Principle* (on the death drive) [on physical reserve]

Discussion of the semiotics of desire in language, objective chance, time, beginning

**Week 10**

November 22: Jacques Lacan

Readings: Lacan, “The Signification of the Phallus,” pp. 281-291 (photocopy); Silverman, *Semiotics* (the Freudian model and the Lacanian model compared), pp. 132-152

**Week 11 (and Week 12)**

November 29: Jacques Lacan

Readings: Seshadri-Crooks, “Desiring Whiteness”, pp. 1-10 (photocopy); Oliver, “Psychic Space and Social Melancholy,” pp. 49-65; Silverman, *Semiotics*, pp. 151-173 [Ereserve]

December 1: Julia Kristeva (October 11 make-up day)

Readings: Kristeva, “Revolution in Poetic Language”, pp. 21-30 (photocopy); Silverman, *Semiotics*, pp. 194-236

\*Quiz #2 (Vocabulary Test)

\*Last Day of Class

There is no final exam for SOC\*4450, just the final term paper due on Friday, December 8, 2016

**Bibliography of items linked to Ereserve from the McLaughlin library ecollection**

Derrida, Jacques. "Speech and Writing According to Hegel". *Man and World* 11 (1-2):107-130.

Gal, Susan. “The Semiotics of the Public/Private Distinction,” *d i f f e r e n c e s:* A Journal of Feminist Cultural Studies 13.1 (2002), pp. 77-95

Hegel, G.W.F. *Phenomenology of Spirit*. Translator A.V. Miller (Oxford: Oxford University Press, 1977).

Hegel, G.W.F. *Philosophy of Spirit* (*Philosophy of Mind, Geist*. Translator William Wallace (Oxford: Oxford University Press, 1971).

Malabou, Catherine, “Plasticity and Elasticity in Freud’s Beyond the Pleasure Principle,” diacritics 37 (4) (Winter 2007), 78-86.

Shogimen, “The Elusiveness of Context,” *History and Theory* 55 (May 2016), pp. 233-252.

Silverman, Kaja. “The Miracle of Analogy”. Nonsite.org [in the public domain of the WWW and linked to Ereserve]

Silverman, Kaja. *The Subject of Semiotics* (Oxford: Oxford University Press, 1983).

Stawarska, Beate. "Derrida and Saussure on entrainment and contamination,” *Continental Philosophy Review* (2015) 48: 297-312.

**Item on Physical Reserve:**

Freud, Sigmund. *Beyond the Pleasure Principle* (NY: W.W. Norton, 1975)

**Bibliography for Photocopy Packet:**

Derrida, Jacques. “Differance”. *Margins of Philosophy*. Translated by Alan Bass (Chicago: University of Chicago Press, 1984), 1-27. ISBN-10: 0226143260; 360 pp.

Heidegger, Martin. “Language.” *Poetry, Language, Thought*. Trans. Albert Hofstadter. New York: Harpur & Row, 1971. pp. 189-210. Standard Book Number 06-090430-5; 229 pp.

Kristeva, Julia. *Revolution in Poetic Language*. Trans. Margret Waller. New York: Columbia University Press, 1984, pp. 21-30; ISBN 0-231-05643—5; 271 pp.

Lacan, Jacques. “The Signification of the Phallus.” *Ecrits*. Trans. Alan Sheridan.New York: W.W.Norton & Company, 1977. pp. 281-291. ISBN 0-393-30047-1; 335 pp.

McCumber, John. *Poetic Interaction: Language, Freedom, Reason*. Chicago: University of Chicago Press, 1989. pp. 380-408. ISBN 0-226-55706-9; 487 pp

Oliver, Kelley. “Physic Space and Social Melancholy”. *Between the Psyche and the Social: Psychoanalytic Social Theory*. Edited by Kelly Oliver and Steve Edwin (Lanham, MD: Rowman & Littlefield, 2002), pp. 49-65. ISBN 0-7425-1308-4; 221 pp.

Ricoeur, Paul. “The Problem of Double-Meaning as a Hermeneutic Problem and as a Semantic Problem.” *Art and its Significance,* Third Edition. Ed. Stephen David Ross. Albany: State University of New York Press, 1994, pp. 384-397. ISBN 0-7914-1852-9; 692 pp.

Seshadri-Crooks, Kalpana. “On Looking.” *Desiring Whiteness: A Lacanian Analysis of Race*.” New York: Routledge, 2000. pp. 1-10. ISBN 0-415-19255-2; 182 pp.

Of possible interest: these items are of possible interest as you research your major research paper for this course. There are many possible directions and these are suggestions (but are not the exclusive possibilities for further research)

*Love in the post* (film by Heraclitus pictures on Derrida)

Jacques Derrida, *The Postcard*

Jacques Derrida, *Of Grammatology*

Jacques Derrida, “The Pit and the Pyramid: Introduction to Hegel’s Semiology”, in the *Margins of Philosophy* collection

Narratives depicting the need for concealment for survival, such as Thomas Mann, *Confessions of Felix Krull Confidence Man* (juxtaposed with Jacques Lacan on the semiotics of desire in language)

Jacques Lacan, “The Subversion of the Subject and the Dialectic of Desire in the Freudian Unconscious”, in *Ecrits* collection

Kelly Oliver, *Reading Kristeva*

Barthes *Image, Music, Text*

Barthes, *SZ*

Plato, *Symposium*

Jeanette Winterson *Sexing the Cherry* (bittersweet feminist imaginary)

Frederick Nietzsche, *Thus Spoke Zarathustra* (especially on “the last man”)

Norman O Brown *Hermes the Thief*, compare to Kelly Oliver's 'The Third" in her essay “Psychic Space and Social Melancholy”

Any ancient Greek myth could be source material for semiotic analysis

G.W.F. Hegel’s sense certainty” from the *Phenomenology of Spirit* on the semiotics of the elusiveness of meaning (compared to Kelly Oliver’s “third” and Norman O. Brown’s Hermes)

The poetry of T. S. Eliot, Hart Crane, Emily Dickenson or Walt Whitman

The flatbeds of Robert Rauschenberg

Any work of Salvador Dali (compared to either Freud’s or Lacan’s semiotics of psychoanalysis)

Kaja Silverman, *Flesh of my Flesh*, particularly her use of the ancient Greek Orpheus figure as a misogynistic imaginary

Franz Fanon, *Black Skin, White Masks*, *The Wretched of the Earth* (the semiotics of oppression)

Indigenous imaginaries of oppression, semiotics of resilience: *Not Vanishing* by Christos and *Lakota Woman* by Mary Crow Dog

There is potentially interesting work in the semiotics of city-dwelling, boundaries, neighborhoods, ask me for references (*Night Walking: a History of London*, *The Other Paris*, *The Manhattan Project*)

History of baseball, note that the figure of Babe Ruth, the idea of fans, idea of a hero, system of rewards, is a semiotic system

Any film directed by Pedro Almodovar (alternative genders)

Walter Benjamin, *Arcades Project*

Jack Kerouac, *On the Road*

Martin Heidegger*, Being and Time* (the everyday as a space of reference relations, semiotics of *zuhandenheit)*

Noelle McAfee, *Democracy and the Political Unconscious* (on the post-9/11 cultural imaginary (trauma, abjection of otherness, failures of sublimation, repetition compulsion, neurosis, endless war)

Gilles Deleuze, *Cinema I* and *Cinema II*

Gilles Deleuze, *The Logic of Sense*

Louis Althusser, “Ideology and Ideological State Apparatuses,” very famous article from collection Lenin and Philosophy

Chris Marker, film, “La Jettee” on memory

**University of Guelph Email Accounts**

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**When You Cannot Meet a Course Requirement**  
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml)

**Drop Date**  
The last date to drop one-semester courses, without academic penalty, is **Friday, 4 November 2016**.  For [regulations and procedures for Dropping Courses, see the Undergraduate Calendar](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml).

**Copies of out-of-class assignments**  
Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility**  
The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](http://www.uoguelph.ca/vpacademic/avpa/checklist/mailtocsd@uoguelph.ca) or see the [website](http://www.uoguelph.ca/csd/).

**Student Rights and Responsibilities**

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. [The Rights and Responsibilities are detailed in the Undergraduate Calendar](https://www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/c01/index.shtml)

**Academic Misconduct**  
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.  University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct.  Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. All essays for this course will be checked with plagiarism detection software.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. [The Academic Misconduct Policy is detailed in the Undergraduate Calendar](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml).

**Recording of Materials**  
Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources**  
The [Academic Calendars](http://www.uoguelph.ca/registrar/calendars/index.cfm?index) are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

**Learning resources for first-year students at the Library**

The Library and Learning Commons offer free services to help you succeed at the University of Guelph.  At the Library, you can:

·         > get feedback on your writing

·         > get assistance finding journal articles and books

·         > fine-tune your time management skills

·         > develop new study strategies

·         > attend Supported Learning Groups (SLGs)

·         > learn about citation and reference styles

·         > and more

Visit the **Library website** to learn more about our workshops, online guides, individual appointments, and other services: [www.lib.uoguelph.ca](http://www.lib.uoguelph.ca/)