



# ST. JEROME'S UNIVERSITY

*Department of Sexuality, Marriage, and Family Studies*

**SMF 220: Research Methods**

**Remote Online**

**Fall 2021**

**Instructor:** Angela Underhill (pronouns: She/Her)

**Student Drop-in Hours:** Tuesdays from 1:00 pm – 2:00 pm ET or by appointment (we can find something that works for you and for me, please just send an email!). Student hours will be held either by phone or video chat.

**Email:** [angela.underhill@uwaterloo.ca](mailto:angela.underhill@uwaterloo.ca)

Welcome to Research Methods! I am delighted that you are joining me in this adventure that we call Remote Online Learning. Things will be a bit different than if we were meeting two-times weekly in a classroom, but rest assured the content and learning outcomes are the same.

## **About Remote Learning**

This course is being offered as a Remote Online course during the pandemic. This course will be taught *asynchronously* – there will be **NO** coordinated formal class meeting times so as to allow students as much flexibility as possible. That said, I will be offering some opportunities to connect regularly, like through the **OPTIONAL** weekly student drop-in sessions or one-on-one chat sessions to discuss work in progress.

## **About Remote Teaching**

Remote teaching is new for most instructors. Genuine efforts have been made to adapt this course to maximize your learning and engagement. In addition, careful attention has been paid to adapting assessments to make them relevant, reasonably flexible, and accessible. That said, further adaptations to this course may be undertaken as this remote course unfolds or if timing of content needs to be adjusted. You will be apprised, with adequate notice, in LEARN. That being said, this course has been run remote in the past very successfully – let's try to do this again!

**Weekly Time Allocation for SMF 220:** University students are generally expected to devote 8-10 hours per week per course (inclusive of lectures (3 hours), readings, studying, and completing assessments).

**Thus, a reasonable amount of time for this course is approximately 8-10 hours/week.**

Remote learning doesn't change that expectation. Instead of spending time "attending lectures in a classroom" you will need to attend to the course material being presented via lecture notes, audio visual material, and other forums of information provided weekly on LEARN. Course readings are a critical part of your learning process. You are encouraged to allocate sufficient time to your learning. You may not be aware of this expectation so plan accordingly as you review the course schedule and assessments in the syllabus.

**Time Zones:** During this time of remote learning I am aware that we may be connecting from all over the world. All quizzes and assignments have due dates with time requirements. It is incumbent upon each student to figure out how your time zone works relative to the University of Waterloo and to plan accordingly.

Here are a couple of things to know:

UW (key reference point is Toronto) is currently in **Eastern Daylight Time (EDT)** (this "daylight savings time" runs from March 8 to November 1. If you are unfamiliar with this concept, starting **November 7th** at 2 a.m. we will revert to **Eastern Standard Time (EST)** and the clocks will be "turned" back one hour. Thus at 2 a.m. on November 7<sup>th</sup>, it will become 1 a.m. I like to think of it as an extra hour of sleep. LEARN will automatically make this adjustment for us but you need to be aware that this happens to plan your course submissions accordingly.

**LEARN:** The LEARN D2L platform is a critical resource to this remote, online course. You are encouraged to become **highly** familiar with how to access content, lectures, tests and assignments. LEARN also serves as the central communication centre for our course. You will see that I post reminders, updates and other little items that catch my attention that I want to share with you. Please access a few times a week to stay current.

### **COMMUNICATION and EMAILS to the Professor & LEARN Discussion Forum**

Questions usually fall into two categories:

1. Questions about course content or process that would be beneficial for ALL students to have access to (similar to asking a question in a classroom). These types of questions should be posted in the discussion section in LEARN for ALL students to see and so that I may answer the question for all students. Trust me, if you have the courage to ask the question, it is likely other students were thinking about the same issue or glad to have someone bring something up they hadn't thought of.
2. Personal questions about course progress, AccessAbility accommodations or other personal matters should be directed through your UW Email to me.

I generally answer all emails within 24-48 hours Monday to Friday – and at other times when I am able. If you haven't heard from me within 48 hours during the business week, please resend

your email in case I didn't receive or it got lost. Generally, I do not respond to email on weekends or to last minute requests (e.g., right before an assignment is due) not because I do not want to help you, but because I cannot guarantee I will have access to my email during these times. For this reason, please ensure you give me enough time to problem solve **(this might mean starting assignments early to identify potential concerns)**.

Always use your UWaterloo email address when reaching out, and please include "SMF 101" in the subject line along with indication regarding the email (e.g., SMF 101: question about Week 1 content).

**PLEASE contact me** if you are having medical/psychological/personal concerns that are compromising your ability to complete the course successfully. Generally, tackling these issues earlier, rather than later in the course, allows for more options. Please also consider accessing the resources available to you as outlined in this syllabus.

### **Territorial Acknowledgement**

I am a White settler and I recognize that this has shaped my experiences and life circumstances, just as your relationship to this land and the people around you will have shaped yours. I am grateful to be working and studying on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. St. Jerome's University is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River. Acknowledging Canada's history (and ongoing practices) of colonialism are critical to consider in the context of research; we will talk more about this throughout the term.

### **Course Description (from UW course calendar)**

This course introduces students to the philosophy and methods of social science and humanities research, including an examination of issues and approaches to conducting research in the areas of sexuality, couples, and families.

Prereq: One of SMF 101/206, 204, PSYCH 236.

Antireq: KIN 330, PSCI 315, PSYCH 291, REC 270, SDS/SWREN 251R, SOC/LS 221, 321

This undergraduate course is designed to provide you with a conceptual and practical understanding of the issues and methods related to conducting research in the social sciences and humanities. Both qualitative and quantitative methods will be covered. The course will introduce you to the general principles and methods of research related to sexuality, relationships and families. Among other things, different approaches to doing research, the role of theory in research, and ethical issues pertaining to research will be examined. The Department of Sexuality, Marriage, and Family Studies is an interdisciplinary program addressing theory and research relevant to sexuality, close relationships, and families. Whenever possible, we will use research from these areas of study to highlight the concepts we are discussing. The course content will provide the foundation for you to critically analyze

research studies and participate in the design of your own study.

### **Course Goals and Learning Outcomes**

There are three primary goals in this course:

- 1) to learn about the scientific methods that are commonly used in social science research;
- 2) to think critically about those methods and understand the advantages and limitations of their use in various contexts;
- 3) to find, read, understand and digest/evaluate/translate empirical research.

Upon completion of this course, students should be able to:

- A. Understand the research process and the scientific methods commonly used in social research.
  - Understand the difference between qualitative and quantitative research/data, as well as the questions that can be answered from either type of research/data.
  - Consider the link between theory and research.
  - Formulate research questions and propose a research project in the form of an individual proposal project.
- B. Understand the importance of research ethics and use ethical reasoning when making research-related decisions.
- C. Critically evaluate social science research material and use it to discover new knowledge.
  - Conduct a literature review and identify gaps in the existing knowledge base.
  - Use skills developed in the course to evaluate published peer reviewed journal articles.
- D. Communicate information in an effective manner.
  - Present information in ways that the receiving party can easily understand.
  - Integrate knowledge and communicate this effectively in writing.

### **Required Textbook and Other Readings**

I have made the decision to use an Open Access Textbook that is available digitally and is FREE. On the SMF 220 LEARN homepage you will find a “widget” with the book already linked for you.

Main Textbook is: **Research Methods in Psychology (2<sup>nd</sup> Canadian Edition) by Price, Jhangiani, & Chiang**

This course will ONLY be using readings and resources that are FREE to you via the Internet and University of Waterloo Library. This practice helps to keep your educational costs down and during this time of remote learning, increases access to learning materials.

I have made every attempt to outline readings in this syllabus. That said, other pertinent items

as part of the overall course learning may be added to a week's content section in LEARN as needed.

### Additional/Optional Resources (Writing Guides):

- American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author.

Lots of good information regarding best citation and formatting practice are available freely online: E.g., see OWL Purdue re APA

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## Course Assessments

Details regarding each of the assessments are outlined below and in more detail in LEARN.

Assessment	Date of Evaluation	Weighting
<b>Research Method Reflections</b>	Reflection 1 due in LEARN Dropbox Sept. 19 at 11:59 pm	2%
	Reflection 2 due in LEARN Dropbox Dec. 5 at 11:59 pm	2%
<b>Tri-council Ethics Tutorial (Online)</b>	Certificate due in LEARN Dropbox September 26th at 11:59 pm	5%
<b>Online Test # 1</b>	Completed via the Quizzes tool in LEARN anytime from 12:01 am on October 20 to 11:59 pm on October 21	15%
<b>Online Test # 2</b>	Completed via the Quizzes tool in LEARN anytime from 12:01 am on November 24 to 11:59 pm on November 25	15%
<b>Five mini assignments based on weekly content</b>	See LEARN (weekly content) for instructions and course outline below for deadlines (Best 4 x 4%)	16%
<b>Journal Article Annotation</b>	Due in LEARN Dropbox by November 14 at 11:59 pm	10%
<b>Literature Review and Research Proposal</b>	Due in LEARN Dropbox by December 12 at 11:59 pm	35%
<b>Total</b>		100%

### LATE PENALTY POLICY (Please read carefully)

The following late policy applies to ALL students, regardless of circumstance or reason:

there will be a grace period of 48 hours for all assignments (EXCLUDING TESTS). This means if your assignment is due on a Sunday at 11:59 pm, you may submit it up until the following Tuesday at 11:59 pm without penalty. Please do not email me for this; just submit it within the 48 hours. All assignments are due in Dropbox on the date and time noted in the syllabus. Any assignment submitted after the Dropbox due date/time will be subject to a 5% penalty per day (including weekends) EXCEPT under documented grounds for compassionate consideration. Time starts to run as soon as the assignment misses the date AND time following the grace period.

**IMPORTANT:** Assignments will NOT be accepted after 10 days past the original due date (unless you have made arrangements with me directly). Any assignment submitted after this cut-off will receive a grade of zero (0). You are reminded to plan for the original deadline (NOT the grace period), so as to prevent unexpected events such as illness, work obligations or family events from coming up during the grace period.

This late policy does not apply to the online tests – these must be completed within the allocated time window. That said, if you are having profound issues related to finishing the course (or others) please contact your Academic Advisor for assistance.

<https://uwaterloo.ca/registrar/current-students/advisors>

### **Research Method Reflections (2 X 2% each = 4%)**

#### **Reflection #1**

3 different ways to complete (your choice 😊)

1. Record a video introduction answering the questions below and post through the Video Assignment option in LEARN (click Submit-> Video Assignment).
2. Email me (Angela) by September 19th and arrange a 10 minute video meet-and-greet to also include answering the questions below.
3. Write a maximum of 750 words introducing yourself and answering the questions below. Please submit this to the Dropbox.

#### **Questions to answer:**

Please start with your name, year of study, program, pronouns and anything else you would like me to know. Please share something about you so I can get to know you better (e.g., family, travel, work, hobbies, pets, other commitments, etc.). Next, include a critical self-reflective analysis of what you bring to the study of research methods in SMF. Some questions to think about while you prepare:

- What are your values/beliefs/expectations/assumptions about research or about the study of SMF?
- What past experiences have you had that might influence the way you perceive research?  
What fears do you have going into this class?
- What expectations do you have in taking Research Methods?

### **Final Reflection #2**

3 different ways to complete (your choice ☺)

1. Record a video introduction answering the questions below and post through the Video Assignment option in LEARN (click Submit-> Video Assignment).
2. Email me (Angela) by November 29 and arrange a one-on-one that will include answering the questions below.
3. Write a maximum of 750 words answering the questions below. Please submit this to the Dropbox.

The second reflection will focus on your experience and personal journey throughout the semester, relative to the issues you highlighted in your first reflection. How has your learning changed/evolved over the term? What do you understand about research methods and how it will be used to inform your future education and career? How will you ensure you are staying on top of current research and not falling to confirmation bias?

### **Tri-Council Policy Statement Tutorial (5%)**

The TCPS-2 Tutorial Course on Research Ethics (CORE) is an important opportunity for your learning and possible future involvement in becoming a research assistant (RA) at UW. The TCPS-2 applies to ALL researchers who receive funding from tri-council agencies (SSHRC, CIHR, NSERC). All University Research Ethics Boards (REBs) require researchers to complete the tutorial prior to conducting research with human participants, as part of their ethical approval process. At UW this is required of all researchers (including RAs) who have involvement in collecting data with human participants and is required regardless of the source of funding.

The Assignment: You will complete the online tutorial during Week 3 (or before, if you find the time). It typically takes approximately 3 hours to complete. The TCPS-2 course is interactive to enhance your learning. When you have finished, please save your certificate (it can be saved as a PDF file) and upload it into LEARN by the due date. Completion by the due date earns you the full 5%.

**Online Tests (2 X 15% each = 30%):****Week 6 (open from 12:01 am on October 20 to 11:59 pm on October 21), and;****Week 11 (open from from 12:01 am on November 24 to 11:59 pm on November 25)**

There will be two tests that focus on content from all readings, videos, lectures and activities. These will be online. You are reminded that academic integrity is expected – each student is to complete the tests on their own without any contact or consultation with another student or individual. That said, these tests are “open book” so you may consult your readings and other course materials.

As noted above, the tests will be open for 48 hours. You can sign in anytime during the 48 hours to complete each test. If you have any concerns about these times please reach out. You will have only ONE (1) opportunity to complete the test and there will be a time limit on how long you have to complete the test once you have begun. You are advised to study for these tests as you won't have enough time to search for all the answers during the time allotted.

**Small Assessments based on Respective Weekly Content (4 X 4% = 16%)**

There will be 5 mini assignments sprinkled throughout the semester designed to get you to spend time becoming comfortable with online research, reading and digesting research and undertaking small scale methods. These assessments are noted below in the Course Schedule and there will be postings in LEARN explaining them each week they are due. Please look for the instructions in the Content section of LEARN for the week and topic. Your top 4 mini assignments will be included in your final grade (so you get one 'freebie'). I highly recommend completing all 5 to optimize your grade and learning 😊.

**Journal Article Annotation and Critique (10%)**

Due in Week 9 (Sunday, November 14 by 11:59 p.m). Complete instructions available in Content section of LEARN. This assignment will help you as you create your Literature Review and Research Proposal (i.e., choose an article that you will include in your literature review!).

**Literature Review and Research Proposal (35%)**

This individual project will be the culmination of your learning in this course. Consistent with the course goals of developing critical thinking and applying course learning you will propose your own research project.

This project will include:

> a detailed literature review that provides the background/rationale for your research project. You will be allowed to select an SMF research area of your choosing. The focus for the literature review will be on providing a thorough review of the research through a careful search of the library (books and journals on your topic), appropriate library research, distilling what has



been done and the research gaps.

>Research Question: You will devise your research question based on the gaps/areas for further research.

>Methods: You will be required to outline your proposed methods and justify your choices.

> Ethical considerations: Finally, you will conclude with a section focused on the ethics associated with your research proposal.

More detailed instructions will be forthcoming later in the course.



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## Course Outline / Class Schedule

Every effort will be made to follow this schedule. Nevertheless, additions/deletions/alterations may be made as necessary.

Week	Dates	Topic	Action Items: Readings, Online Instruction and Assessments (see weekly Content sections in LEARN for up-to-date list)
1	Sept. 8 – Sept. 12*  *For ease, I have structured this class to run weekly from Monday to Sunday 11:59 pm (EST). The exception is Week 1, which is a shorter week	Welcome and Introduction to Course!	<ol style="list-style-type: none"><li>1. See welcome video/announcement from Angela!</li><li>2. Review syllabus in full</li><li>3. Review and schedule all assignments for yourself</li><li>4. Read textbook: Chapter 1 (pp. 1-18)*</li><li>5. Complete all Week 01 Content (see LEARN)</li><li>6. Read Dragon &amp; Duck chapter 1 (see Course Reserves link in LEARN to access this online book)</li><li>7. <b>DEADLINE:</b> Reflection 1 due in LEARN Dropbox Sept. 19 at 11:59 pm</li></ol> <p>*All references to Textbook refer to the online Research Methods in Psychology (2nd Canadian Edition). See Course home page where a widget with the text has been created for easy access.</p>
2	Sept. 13 - 19	Getting Started in Research	<ol style="list-style-type: none"><li>1. Textbook Chapter 2</li><li>2. Week 02 Content (see LEARN)</li><li>3. Textbook Chapter 11 (Presenting your research – hone in on APA writing)</li><li>4. <b>DEADLINE:</b> Mini assignment # 1 (for week 2) due Sunday, Sept. 19 by 11:59 p.m.</li></ol>

Week	Dates	Topic	Action Items: Readings, Online Instruction and Assessments (see weekly Content sections in LEARN for up-to-date list)
3	Sept. 20 - 26	Research Ethics	<ol style="list-style-type: none"> <li>1. Textbook Chapter 3</li> <li>2. Register and complete the TCPS2 CORE for learning to do ethical research (approx. 3 hours) <a href="https://tcps2core.ca/register">https://tcps2core.ca/register</a></li> <li>3. <b>DEADLINE:</b> When you complete the TCPS2, upload the PDF of your Certificate of Completion to DropBox (due by September 26th at 11:59 p.m.)</li> </ol>
4	Sept. 27 – Oct. 3	Theory and Research	<ol style="list-style-type: none"> <li>1. Bengston et al. Ch. 1: Theory and Theorizing in Family Research: Puzzle Building and Puzzle Solving (see Week 4 Content for pdf)</li> <li>2. See one pager by Tilley on “Research plan” (LEARN)</li> <li>3. <b>DEADLINE:</b> Mini assignment #2 (for week 4) due Sunday, Oct. 3 by 11:59 p.m.</li> <li>4. <b>OPTIONAL:</b> Textbook Chapter 4</li> </ol>
5	Oct. 4 – Oct. 8*NOTE: this is a short week due to Fall Reading Week! :)	Psychological Measurement and Love Research	<ol style="list-style-type: none"> <li>1. Textbook Chapter 5</li> <li>2. Dragon &amp; Duck chapter 3 (see Course Reserves in LEARN: Understanding research in personal relationships by Dragon &amp; Duck) Assignment (see LEARN)</li> <li>3. <b>DEADLINE:</b> Mini assignment #3 (for week 5) due Oct 18<sup>th</sup> by 11:59 p.m. (I highly recommend trying to complete it before reading week though – one less thing to think about! 😊)</li> </ol>
OFF	Oct. 9 – 17	READING WEEK!	NONE! 😊
6	Oct. 18 - 24	Experimental Research	<ol style="list-style-type: none"> <li>1. Textbook Chapter 6</li> <li>2. <b>DEADLINE:</b> Test #1 open in Quizzes tab on LEARN from 12:01 a.m. on October 20 to 11:59 p.m. on October 21 (covers all materials in weeks 1-5, Week 6 will be covered during Test #2)</li> </ol>

Week	Dates	Topic	Action Items: Readings, Online Instruction and Assessments (see weekly Content sections in LEARN for up-to-date list)
7	Oct. 25 - 31	1. Non-Experimental Research 2. Single-subject research	<ol style="list-style-type: none"> <li>1. Textbook Chapter 7</li> <li>2. Textbook Chapter 10</li> </ol>
8	Nov. 1 - 7	Survey Research	<ol style="list-style-type: none"> <li>1. Textbook: Chapter 9</li> <li>2. Chapter 6: Asking Questions from Bryman &amp; Bell: Social Research Methods (See LEARN for Pdf)</li> <li>3. <b>DEADLINE:</b> Mini assignment #4: Constructing Survey Questions (Due Sunday November 7 at 11:59 p.m.)</li> </ol>
9	Nov. 8 - 14	Qualitative Research & Analysis	<ol style="list-style-type: none"> <li>1. Chapter 12: Qualitative Interviewing from Neuman &amp; Robson: Basics of Social Research (2018) (see Pdf in Wk 9 Content)</li> <li>2. Article: Christian H. Jordan, C.H., &amp; Zanna, M.P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), The self in social psychology (pp. 461-470). Philadelphia: Psychology Press (see Wk 9 content in LEARN)</li> <li>3. If needed (you know yourself best), review qualitative research section in chapter 7</li> <li>4. <b>DEADLINE:</b> Journal Critique assignment due November 14 at 11:59 p.m.</li> <li>5. <b>DEADLINE:</b> Mini assignment # 5 on writing qualitative interview questions due NEXT Sunday, November 21 at 11:59 p.m.</li> </ol>
10	Nov. 15 - 21	Materials-Based Methods	<ol style="list-style-type: none"> <li>1. See LEARN for pdf chapter from The Art and Science of Social Research on Materials Based Research</li> <li>2. <b>EITHER (these are good examples of materials-based research; there may be a quiz question based on the articles, but note you will have a</b></li> </ol>

Week	Dates	Topic	Action Items: Readings, Online Instruction and Assessments (see weekly Content sections in LEARN for up-to-date list)
			<p><b>choice to pick which one you read and therefore the corresponding question – so do not read both unless you are interested!):</b></p> <ul style="list-style-type: none"> <li>a. Auster, C.J. &amp; Auster-Gussman, L.A. (2016). Contemporary mother's day and father's day greeting cards: A reflection on traditional ideologies of motherhood and fatherhood? <i>Journal of Family Issues</i>, 37(9), 1294-1326. <b>OR:</b></li> <li>b. Luttrell, W. (2010). 'A camera is a big responsibility': A lens for analysing children's visual voices. <i>Visual Studies</i>, 25(3), 224-237.</li> </ul> <p>3. Watch Jean Kilbourne's video 2010: Killing Us Softly 4: Advertising's Image of Women (Link through Content on Learn for this week. You will need your UW library credentials to access)</p> <p>4. <b>DEADLINE REMINDER:</b> Mini assignment from last week (writing qualitative questions) due Nov. 21 at 11:59 p.m.</p>
11	Nov. 22 – Nov. 28	Meeting for your Research Proposal **Make an appointment with Denise to discuss your topic	<ul style="list-style-type: none"> <li>1. Course readings complete!! Focus on finding and reading research for your research proposal.</li> <li>2. Review Textbook Chapter 11 as you write your proposal</li> <li>3. <b>DEADLINE:</b> Test #2 open in Quizzes tab on LEARN from 12:01 a.m. on November 24 to 11:59 p.m. on November 25 (covers all required materials in Weeks 6-10)</li> <li>4. <b>ENCOURAGED:</b> Make an appointment with Angela to discuss your topic, research question, and ideas! ☺ This will help YOU!</li> </ul>
Note	November 23rd	Final day to WD from course, No Grade	<b><i>Dropping course after this date results in WF (Withdrew/Failure, no credit granted, value 32% - grade assigned for class(es) dropped during this period)</i></b>

Week	Dates	Topic	Action Items: Readings, Online Instruction and Assessments (see weekly Content sections in LEARN for up-to-date list)
12	Nov. 29 – Dec. 5 *Classes end December 7th	Presenting your Research	<ol style="list-style-type: none"> <li>1. Review Textbook Chapter 11 as you write your proposal</li> <li>2. <b>UPCOMING DEADLINE:</b> Final reflection due by December 5 at 11:59 p.m.</li> <li>3. <b>UPCOMING DEADLINE:</b> Research Proposals due December 12 by 11:59 p.m.</li> </ol>
DUE DATE	December 12	Final Assignment	<ol style="list-style-type: none"> <li>1. Literature Review and Research Proposal due by December 12, 2021 by 11:59 p.m.</li> <li>2. There is NO final exam.</li> </ol>



# ST. JEROME'S UNIVERSITY

## Important Information

### University of Waterloo Student Health and Academic Support Services

**Note:** During this time of remote learning you can contact all of the UWaterloo telephone numbers below and be connected to services.

#### **UWaterloo Campus**

##### **Counselling Services**

- ▶ Email: [counseling.services@uwaterloo.ca](mailto:counseling.services@uwaterloo.ca)
- ▶ <https://uwaterloo.ca/campus-wellness/counselling-services>

Phone: 519-888-4567 ext. 32655

##### **Health Services**

- ▶ Phone: 519-888-4096

##### **Sexual Violence Response Coordinator**

- ▶ 519-888-4567 ext. 46869
- ▶ <https://uwaterloo.ca/student-success/blog/post/meet-sexual-violence-response-coordinator>

##### **UW Police Services**

- ▶ Phone: 519-888-4911
- ▶ Alternate phone: ext. 22222

##### **AccessAbility Services**

- ▶ Email: [access@uwaterloo.ca](mailto:access@uwaterloo.ca)
- ▶ <https://uwaterloo.ca/accessability-services/>
- ▶ Phone: 519-888-4567 ext. 35082

##### **Centre for Mental Health Research**

- ▶ Email: [cmhr@uwaterloo.ca](mailto:cmhr@uwaterloo.ca)
- ▶ Phone: 519-888-4567 ext. 33842

##### **Student Success Office**

- ▶ Phone: 519-888-4567 ext. 84410

**Off campus, 24/7****Good2Talk**

- ▶ Phone: 1-866-925-5454
- ▶ Alternate Phone: 211

**Here24/7**

- ▶ 1-844-437-3247

**Waterloo Region Sexual Assault and Domestic Violence Treatment Centre**

- ▶ Phone: 519-749-6994

**Grand River Hospital**

- ▶ Phone: 519-742-3611

**Waterloo Regional Police**

- ▶ Phone: 911

**Sexual Assault Support Centre (24 hour helpline)**

- ▶ Phone: 519-741-8633

**SHORE Centre**

- ▶ Phone: 519-743-9360

**OK2BME:** Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo.

- ▶ Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS website

<https://uwaterloo.ca/arts/>





## Other Important Information

### Illness

People get sick. And during this pandemic there are many ways to become ill. The best way to handle this situation is to keep the Instructor informed. This allows me to know what you are facing and for me to brainstorm options and solutions to help you complete the course.

*Self-declaration of COVID symptoms.* The University of Waterloo has provided a self-declaration for COVID symptoms for students via Quest. Please note that while I can access this information you must ALSO email me if you have made this declaration.

<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness>

As you will see on the above website this is for 14 days. Other illnesses, or if the illness will last greater than fourteen days, must be reported using the Verification of Illness Form

As the website notes:

“Ultimately, the authority for deciding whether your request for consideration will be granted rests with the instructor. Regardless of whether consideration is provided, you are responsible for contacting the instructor/faculty member to discuss how you will meet the course requirements.”

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome's University Policy on Student Petitions and Grievances.](#)  
[www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Petitions-and-Grievances\\_20151211-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

## ACADEMIC INTEGRITY

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from

the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline, www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Discipline\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties, check the Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

**Appeals:** A decision made or penalty imposed under the [St. Jerome's University Policy on Student Petitions and Grievances](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Petitions_and_Grievances.pdf) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Appeals\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf).

**Note for students with disabilities:** [AccessAbility Services](http://www.uwaterloo.ca/accessability-services/), located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, [www.uwaterloo.ca/accessability-services/](http://www.uwaterloo.ca/accessability-services/).

## Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or St. Jerome's University.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for WRITTEN

permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without express written permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect, and responsibility.