



ST. JEROME'S UNIVERSITY

Department of Sexuality, Marriage, & Family Studies (SMF)

SMF 307: Conflict in Close Relationships

Winter 2022

Mondays & Wednesdays 10-11:20 p.m.

Zoom/SJ2 2003

Instructor: Dr. Denise Whitehead (she/her) (please address me by my first name)

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Office Hours: By appointment (please don't hesitate to meet with me)

Email: denise.whitehead@uwaterloo.ca (best way to contact me)

WELCOME to SMF 307!! I am delighted that you are taking this class. I am generally available immediately after class to answer any quick questions you may have. You are also welcome to make an appointment to arrange a mutually convenient time to meet with me. You can chat about the course, careers goals, or life in general. I enjoy the opportunity to get to know students through one-on-one conversations.

Email is generally answered the same day – Monday to Friday during business hours – and at other times when I am able. If you haven't heard from me within 24 hours during the business week, please resend your email in case I didn't receive or it got lost among the long list of emails I receive.

Please contact me/come to see me if you are having medical/psychological issues 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.

I frequently use the **Announcements** widget on the LEARN Course Home page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the announcements on a regular basis. (To ensure you are viewing the complete list of announcements, you may need to click Show All Announcements.)

I have provided a **General Discussion** forum for class-wide discussions and an **Ask the Instructor** discussion forum. Use the Ask the Instructor Forum when you have a question that may benefit the whole class. Also, check this forum to see if your question has already been answered before reaching out to your instructor.

Land Acknowledgment: Our classes are held on the traditional territory of the Neutral, Anishinaabeg, and Haudenosaunee peoples. Our University is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River. We give thanks for the privilege to learn, work and live on this land, and we are committed to building respectful relationships with Indigenous people and communities, to enhance our knowledge, and learn how we can have an active role in reconciliation.

Calendar Course Description

SMF 307 LEC 0.50

Course ID: 008569

Conflict in Close Relationships

Families and close relationships are among the most important and valued human experiences, but they can also be the source of much conflict and pain. This course will examine the role that conflict plays in close relationships, with a focus on topics such as emotions, power, third-party interventions, breakdown of relationships, conflict styles, and conflict resolution.

Prereq: One of SMF 101, PSYCH 253/253R; Level at least 2A

Course Overview

This course will explore the nature of conflict in close relationships (e.g., couples/intimate partners, parent-child, siblings, co-workers, friends, etc.). We will learn to better understand what generates our own reactions, as well as the reactions of others, to conflict.

Classes will be comprised of lecture, class discussions, class activities, and group work in order to engage with various psychological, sociological, and family system theories of conflict in close relationships. We will engage in thinking critically about academic literature, but we will also engage in thinking critically about our own lives.

One of the key goals in this course is to improve student research, information literacy, and writing in the social sciences.

Managing Our Uncertain Times

We are going to hope that conditions improve such that we return to in person learning in February. During the fall semester I was looking forward to our return to the classroom. I suspect many of you were feeling similar. That said, this pandemic continues to renders all our best laid plans precarious, so we're best to be prepared for whatever might come.

Firstly, it will be the responsibility of all of us to stay up-to-date regarding Health and Safety protocols and to ensure that we're complying with requirements: [On-campus Health and Safety Requirements](#)

Secondly, we will keep each other safe if we listen to our bodies and stay home if we are ill and/or suspect we are ill and/or if we have been advised to self-isolate/quarantine. You are expected to stay home from class if you find yourself in one of these situations; and of course, as long as you are well and free from quarantine, you are expected to attend class.

Coronavirus Information: [Coronavirus Information for Students](#)

This resource provides updated information on COVID-19 and guidance for accommodations due to COVID-19.

If you do find yourself unable to attend class due to an extenuating circumstance, my class slides are posted after lectures for ALL students to facilitate writing of the weekly Learning Journals. The in class, in person course activities present another issue (assuming we move to in person classes). For students who can't attend I will do my best to connect you with the materials. We can discuss this on a case-by-case basis.

If our evolving public health conditions result in NO in person classes we will continue the course online and meet synchronously via ZOOM during our scheduled class time. Online synchronous meetings will not be recorded. PowerPoint lecture notes will continue to be posted after the class is finished to facilitate writing the weekly Learning Journals.

Remember that the university is a professional place, so demonstrating your professionalism is essential, and that means many things in our uncertain times, including but not limited to the following:

- Showing your commitment to the class and missing class only when you must due to an extenuating circumstance like illness or suspected illness. I will do my best to accommodate students, but each person adds additional work to an already heavy workload. While I expect students to execute the above for legitimate illness, please don't take my efforts for granted.
- Taking responsibility for any necessary absence by reviewing course content and by consulting class notes so as to ensure you are achieving the learning outcomes of the course.
- Ensuring that you understand [university expectations](#) and course policies (see below) regarding the pursuit of accommodations and how to [self-declare a flu-like illness](#) appropriately
- Following health and safety protocols with exactness and consistency and thereby doing your part to prevent the spread of illness

And one final note: Of course, I too may be impacted by illness, suspected illness, or self-isolation/quarantine. Depending upon what's most appropriate to the situation, we would be able to catch-up on any missed lecture material in a later in-person class, meet synchronously on-line, or a narrated Powerpoint.

The moral of this long story is, yes, we are still living amidst uncertainty, but we will have means of ensuring that we can continue forth and achieve the goals of this course even if our circumstances do not remain ideal.

Information about [Covid Testing, Rapid Antigen Screening and Getting Vaccinated](#) on campus

Mask Wearing for In Person Learning: Your professor, Denise, takes multiple immune suppressing drugs for a complex autoimmune condition. This makes me more vulnerable to breakthrough infections, even though fully vaccinated. Masks are required at all times while in the classroom. For the 1:20 minutes of the class this will mean no food or drink. I am grateful for your efforts to keep me and your classmates safe during our return to in person learning. If you are unable to adhere to this requirement it is recommended that you drop the course. For students who remain the course but do not adhere to this requirement you will be asked to leave the classroom.

Sickness Policy: COVID has taught us important lessons about staying home and protecting other people when we are sick (e.g., flu, colds, Covid). In past years there has been a rather strict attendance policy for this class given the nature of how this course is constructed. That simply isn't reasonable or feasible in the current pandemic climate. And given the potential negative health impacts on me and others in the class who may have reasons for concern it is critical that we use common sense. Therefore, having read the above, you are advised to participate throughout the course as weekly opportunities arise. No one will be penalized for missing course content due to illness, but your overall approach to participation will be evaluated accordingly.

Mental Health Support: All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to [Campus Wellness and Counselling Services](#).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. [Good2Talk](#) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

Required Readings

NOTE: This syllabus presents a preliminary list of the readings. I may change things as we progress through the course and want to explore new themes and territory.

Course Reserves: Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

Two books to purchase:

Purchase #1: The Dance of Anger by Harriet Lerner (2014 edition that encompasses a new foreword by the author, but an older copy can also be used).

Amazon: https://www.amazon.ca/Dance-Anger-Changing-Patterns-Relationships/dp/B07281P8M3/ref=sr_1_1?keywords=dance+of+anger&qid=1639429855&s=audible&sr=1-1

Chapters Indigo: <https://www.chapters.indigo.ca/en-ca/books/the-dance-of-anger-a/9780062319043-item.html?ikwid=dance+of+anger&ikwsec=Home&ikwidx=0#algoliaQueryId=552a1467f34812f854c543affe8e7304>

Purchase #2: Difficult Conversations: How to discuss what matters most. By Stone, Patton and Heen of the Harvard Negotiation Project (1999).

See sellers like Chapters and Amazon for paperback, digital and audible versions:

<https://www.chapters.indigo.ca/en-ca/books/difficult-conversations-how-to-discuss/9780143118442-item.html?ikwid=difficult+conversations&ikwsec=Home&ikwidx=0#algoliaQueryId=cac021129fc3e93446b1f0fb1208d44>

https://www.amazon.ca/Difficult-Conversations-Discuss-What-Matters/dp/B071W92NQ5/ref=sr_1_2?keywords=difficult+conversations&qid=1639429800&sr=8-2

Course Goals and Learning Outcomes

After the completion of the course, successful students will be able to:

1. Articulate and explain various theories of conflict
2. Describe and analyze relationship theories and their relevance to understanding conflict
3. Articulate the dynamics associated with conflict in the context of various close relationships
4. Be able to discuss your own conflict resolution strategies with reference to course material
5. Be able to discuss various strategies for resolving conflict and their strengths and weaknesses
6. Hone your research, information literacy, and academic writing skills
7. Develop and employ critical thinking skills
8. Develop and implement effective skills for discussion and active listening

Course Assignments & Evaluation

Assessment	Value	Due Date
Participation	10%	Each class
Weekly Learning Journals	8 LJs (Only top 7 of 8 will count towards final grade) X 8.57% = 60%	Per dates as outlined below
Advice Response & Presentation (in class, groups)	5%	Written: Due Monday March 21 st by 11:59 p.m. Presentations: See dates below
Learning Journal Summative (final assessment)	25%	Wednesday March 30th by 11:59 p.m.
Total	100%	

Participation (10%)

This course involves a high degree of engagement in the classroom. A successful course of this nature requires active participation of ALL students. This course presupposes a strong interest and a willingness to engage in, and with, the material. The **ideal “active participant”** is a student who contributes to the discussion during every class period, or tries to contribute by raising their hand often when questions are asked. This student shares interesting and/or thought provoking ideas that are relevant to the topic and to the readings.

Consistent with the course goals, class participation will be demonstrated by discussion and active engagement with the activities. Your class participation may not be passive; there must

be reciprocity in the classroom where you both listen and share/contribute (*most students who don't do well on their participation grade have often not contributed much to the discussions*). Therefore, each student must contribute to all discussions, including full class and small group, and fully participate in all activities and assignments. Enthusiasm and engagement is also demonstrated through non-verbal behaviour (e.g., posture, eye contact, lack of distraction and when in Zoom class, Cameras on).

Respect: Given the sensitive nature of this course, and the intimate nature of topics surrounding conflict and relationships, it is imperative that every member of the class treat each other with respect. This includes not speaking when others are speaking, being attentive, using inclusive language, and respecting each other's life experiences. Because the course will likely involve sharing personal experience with intimate topics, **no recording devices (cameras, videos, audio recorders) are to be used without permission from the instructor.** This means no photos, video, or audio should be taken during class time.

Your participation grade will be assessed by the instructor based on her perceptions about your preparedness of having done the readings, attention, quality of your contributions, sensitivity and compassion in listening to others, and your attitude and level of engagement in the course. Inattention and/or non-course related computer, phone use, off camera during Zoom class will significantly lower your participation grade.

During online synchronous classes the same expectations apply – cameras on, attentive, and contributing. And even if you are nervous about participating you are encouraged to use this course to practice this important life skill. It is also unfair to leave all the questions, comments, and ideas to only a few students to carry the weight of the class.

See Appendix A for a Participation Grade Rubric.

WRITING ASSIGNMENTS

Kindly note: In this course ALL written work is graded with the expectations associated with a senior 300-level course.

Learning Journals Assignment (60%) & Learning Journal Summative (25%)

Total: 85% of final grade

*****See separate document discussing these assignments, Kritik peer evaluation, and the requirements.*****

Available on LEARN

Writer's Workshops

Consistent with one of the primary goals of this course (developing and honing researching skills, information literacy, and writing skills) students will take part in weekly writing assignments, and conclude with a final Learning Journal paper. Since I started teaching this course in 2014 student feedback has positively focused on the how much they have gotten personally from studying the content, AND how much better their grades have been in their upper year work when most of the assessments are based on written work.

Student engagement with Kritik is an important part of this learning strategy for improving your writing. First, writing frequently with opportunities to receive and implement feedback is a necessary part of the learning-to-write-better process. The Weekly Learning Journals coupled with both giving and receiving feedback through Kritik is at the heart of this learning. By reviewing the work of others we can sometimes see similar flaws in our own writing. Equally important, as we review and offer constructive feedback we become the teacher thereby strengthening our own learning and reinforcing skills. Overall, the goal is to encourage students to think critically about *what* they're writing about, how they are *sourcing* the information, and *how* they're writing about it. See Class Schedule below for additional details. Students are expected to engage conscientiously with the learning opportunities to enhance these skills.

Date	Topics	Readings	Assessments
Week 0 Wed Jan 5	No Class today!!	Read Course Syllabus (posted in LEARN) Read Learning Journal Assignment Instructions (posted in LEARN) Read the section on APA Referencing Materials in LEARN. Become familiar with the expectations and resources	Please purchase: 1. Lerner: Dance with Anger 2. Difficult Conversations 3. Sign up and pay for Kritik (\$24)
Week 1 Mon Jan 10 Wed Jan 12	Introduction to the Course and use of Kritik Activity: Writer's Workshop	Wilmot & Hocker (2011). Chapter 1: The nature of conflict (see LEARN and Course Reserves for copy of this chapter) Dance of Anger: Chapters 1 & 2 Difficult Conversations: Chapters 1 & 2 Writer's Workshop #1 Intro to Basic APA, Paraphrasing & Quoting, What is a thesis?	Complete Introduction to Kritik Exercise (worth 1 out of 10 towards participation grade)
Week 2 Mon Jan 17 Wed Jan 19	Perspectives on Conflict Interests and Goals in Conflict	Dance of Anger: Chapters 3 & 4 Difficult Conversations Chapters 3 & 4	LJ#1 DUE based on Weeks 1 & 2 Sunday January 23 rd 11:59 p.m. Please submit to Kritik and a copy for Denise in DropBox in LEARN
Tues March 22	Last day to drop WD [withdrew] grade assigned for class is dropped	Starting Wed March 23: Dropping courses starting on this day result in WF (withdrew/failure). WF drop ends April 7 th , after which student must petition	

Date	Topics	Readings	Assessments
<p>Week 3 Mon Jan 24</p> <p>Wed Jan 26</p>	<p>Power: The Structure of Conflict</p> <p>Activity: TBA</p>	<p>Dance of Anger: Chapters 5 & 6</p> <p>Difficult Conversations 5 & 6</p> <p>Coleman, P. T. (2014). Power and conflict. In P.T. Coleman, M. Deutsch, & E.C. Marcus (Eds.). <i>The handbook of conflict resolution: Theory and practice</i> (pp. 137-167). See pdf of chapter in LEARN Week 3 (forthcoming).</p> <p>Coleman, P.T. (2017) A ten point strategy for responding to sexual harassment. Online from Psychology today: https://www.psychologytoday.com/ca/blog/the-five-percent/201710/10-point-strategy-responding-sexual-harassment</p>	<p>LJ #2 DUE based on WK 3</p> <p>Sunday January 30th 11:59 p.m. Please submit to Kritik and a copy for Denise in DropBox in LEARN</p>
<p>Week 4 Mon Jan 31</p>	<p>Conflict Styles</p> <p>Class Activity: Assess your Conflict Style</p>	<p>Baptist, Thompson, Norton, Hardy, & Link (2012). The effects of the intergenerational transmission of family emotional processes on conflict styles: The moderating role of attachment. <i>The American Journal of Family Therapy, 40</i>: 56-73. (locate online via UW library)</p> <p>Blake, L. (2017). Parents and children who are estranged in adulthood: A review and discussion of the literature. <i>Journal of Family Theory & Review, 9</i>, 521-536. (Locate online via UW library)</p> <p>Carey, B (2004). Oh, fine, you're right. I'm passive-aggressive. NYT. https://www.nytimes.com/2004/11/16/health/psychology/oh-fine-youre-right-im-passiveaggressive.html</p>	<p>LJ #3 DUE based on WK 4</p> <p>Sunday February 6th 11:59 p.m. Please submit to Kritik and a copy for Denise in DropBox in LEARN</p>

Date	Topics	Readings	Assessments
Wed Feb 2	Class Activity: Family of Origin	<p>Khazan, O. (2013). Why families fight during holidays. The Atlantic. https://www.theatlantic.com/health/archive/2013/12/why-families-fight-during-holidays/282584/</p> <p>Construct a multi-generational genogram</p>	*Bring ruler, pencils, and coloured pencil crayons/fine markers to Wednesday's class.
<p>Week 5 Mon Feb 7</p> <p>Wed Feb 9</p>	<p>Emotions in Conflict & Analyzing Your Conflicts</p> <p>Activity: Fun surprise!!</p>	<p>Dance of Anger Chapters 7 & 8</p> <p>Difficult Conversations Chapters 7 & 8</p> <p>Baier, A. How to lose friends. In G. Foster (Ed.) <i>Desire, Love, & Identity</i> (pp. 345-354). Don Mills: Oxford University Press. (see LEARN content Week 5)</p> <p>Bill Eddy: Calming upset people with an EAR. https://www.highconflictinstitute.com/hci-articles/calming-upset-people-fast-with-ear</p>	<p>LJ #4 DUE based on WK 5</p> <p>Sunday February 13th 11:59 p.m. Please submit to Kritik and a copy for Denise in DropBox in LEARN</p>
<p>Week 6 Mon Feb 14</p>	High Conflict Personalities	<p>Listen to Podcast: Bill Eddy and Megan Hunter. The 5 types of people who can ruin your life. From the podcast: It's All Your Fault, part of the High Conflict Institute; https://www.highconflictinstitute.com/podcast-episodes/the-5-types-of-people-who-can-ruin-your-life</p>	<p>LJ #5 DUE based on WK 6</p> <p>Friday February 18th 11:59 p.m.</p>

Date	Topics	Readings	Assessments
Wed Feb 16	Class Activity: The "BIFF"	Dance with Anger: Chapters 9 + Epilogue Difficult Conversations: Chapters 9 & 10 What is a BIFF? How to write an effective BIFF. **Before this class, please read the one page summary on the "BIFF" (see LEARN)	Please submit to Kritik and a copy for Denise in DropBox in LEARN (DUE to Reading Week I am restricted from making this due on Sunday the 20 th of February, but please be advised that the Friday the 18 th due date has a grace/ne penalty period to the 20 th)
FEBRUARY 19-27	READING WEEK	NO CLASSES DURING READING WEEK Emails will not be answered from 18th to 28th	No tests or assignments may be scheduled during Reading Week
<p data-bbox="50 1205 212 1276">Week 7 Mon Feb 28</p> <p data-bbox="50 1633 212 1665">Wed Mar 2</p>	<p data-bbox="240 1205 448 1276">Interpersonal Negotiation</p> <p data-bbox="240 1633 448 1822">Class Activity: Let's put your negotiation skills into action!</p>	<p data-bbox="467 1205 1305 1276">Difficult Conversations: 11, 12 and the last section: 10 questions about difficult conversations</p> <p data-bbox="467 1325 1305 1434">Wood Brooks, A. (2015, December). Emotion and the Art of Negotiation: How to Use Your Feelings to Your Advantage. From Harvard Business Review, pp. 57-64. (Copy available on LEARN)</p> <p data-bbox="467 1482 1305 1591">How to stand up for yourself. NYT. https://www.nytimes.com/guides/year-of-living-better/how-to-stand-up-for-yourself</p>	<p data-bbox="1334 1205 1585 1276">LJ #6 DUE based on WK 7</p> <p data-bbox="1334 1325 1585 1549">Sunday March 6th 11:59 p.m. Please submit to Kritik and a copy for Denise in DropBox in LEARN</p>

Date	Topics	Readings	Assessments
<p>Week 8 Mon Mar 7</p> <p>Wed Mar 9</p>	<p>Mediation and conflict resolution</p> <p>Activity: Vulnerability</p>	<p>Morris, M. & Halford, W.K. (2014). Family mediation: A guide for family therapists. <i>Australian and New Zealand Journal of Family Therapy, 35</i>, 479-492. (Locate via UW library)</p> <p>Gottman, J. & Gottman, J. (2017). The natural principles of love. <i>Journal of Family Theory & Review, 9</i>, 7-26. (Locate via UW library)</p> <p>Heitler, S.M. (1993). From conflict to distress (chapter 4). In, <i>From conflict to resolution: Skills and strategies for individual, couple, and family therapy</i> (pp.57-71). (See LEARN)</p>	<p>LJ #7 DUE based on WK 8</p> <p>Sunday March 13th 11:59 p.m. Please submit to Kritik and a copy for Denise in DropBox in LEARN</p>
<p>Week 9 Mon Mar 14</p> <p>Wed Mar 16</p>	<p>Forgiveness and Reconciliation</p> <p>Activity: View and discuss: The Elmira Case (Restorative Justice)</p>	<p>Marshall, J. (2014): The politics of apology and forgiveness. <i>Pastoral Psychology, 63</i>, 489-501. (Locate via UW library)</p> <p>Brooks, A.C. (2021). Fake forgiveness is toxic for relationships. <i>The Atlantic</i>. https://www.theatlantic.com/family/archive/2021/08/partial-forgiveness-happiness-conflict/619803/</p>	<p>LJ#8 Due Based on Wk 9</p> <p>Sunday March 20th 11:59 p.m. Please submit to Kritik and a copy for Denise in DropBox in LEARN</p>

<p>Week 10 Mon Mar 21</p>	<p>Advice Column Prep Class in groups of 3</p>	<p>This class will be an IN PERSON writing session for you and your assigned team members. If you are going to be absent on this day please email by 9 a.m. to let me know so an alternate arrangement can be made for you to complete the assignment. Materials and instructions will be provided in class.</p>	<p>Advice response Due in DropBox by 11:59 p.m. tonight (Monday March 21st) Each member of the group must submit the same copy for grading purposes</p>
<p>Wed Mar 23</p>	<p>Advice Column Presentations and Discussions: Putting this course into action</p>	<p>I will take volunteers first, then I will randomly select groups to present</p> <p>Write your Learning Journal Summative. Your final assessment for this course!</p>	<p>Learning Journal Summative Due Wednesday March 30th by 11:59 pm in DropBox</p>
<p>Week 11 Mon Mar 28</p>	<p>Advice Column Presentations and Discussions: Putting this course into action</p>		
<p>Wed Mar 30</p>			

Week 12 Monday April 4 (last official 307 class day) All UW classes end Tues April 5	NO CLASS You have worked hard this semester to keep up with the demands of this class.		Pre exam Study Days: April 6&7 Final Exams: April 8-26
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Denise's Late Work Policy

1. Assignments are due on the dates and times indicated in the course outline. The Kritik process requires that students be able to give and receive feedback in a timely manner. 10% will be immediately deducted from the assessed grade if a student misses the due date and time. An additional 10% will be deducted each day (including weekends) until the assignment is submitted. Any late assignments will only receive a grade and no feedback. After 3 days late an assignment will **no longer be accepted** and will be given a grade of Zero.
2. Exceptions will only be made under unforeseeable and extraordinary circumstances. Evidence of such circumstances must be provided to the instructor in the form of supporting documentation from an appropriate source (e.g. Verification of Illness Form, doctor's certificate, which must suggest both the unforeseeable nature of the circumstances and the severity), copy of obituary, police report, etc. Students must contact the instructor within 24 hours of the due date to make alternative arrangements including the provision of documentation. If no contact is made, a mark of "zero" will be given on the assignment.
3. Elective arrangements (such as travel plans) are not considered acceptable grounds for late work, granting an extension, requesting alternative examination times, or excusing poor performance.

Important information

<p>Student Assistance for Technical Issues with LEARN</p>	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p>LEARN Help Student Documentation</p>
<p>Student Resources</p>	<p>Student Resources</p> <ul style="list-style-type: none"> • Academic advice • Student success • WatCards • Library services and more

University Policies for Students to Know About

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 the [Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the [Office of Academic Integrity](#) 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 undergraduate associate dean. For information

on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, 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.

Appendix A: Participation Grading Criteria

10 – Excellent attention, high degree of classroom engagement, high degree of critical and insightful contributions, frequent contributions in (most) every class, and clear indication that course readings completed before each class.

9 – Excellent attention, high degree of classroom engagement, some critical, insightful contributions, frequent contributions, but not always every class, clear indication that course readings completed before each class.

8 – Excellent/Very good attention, very good degree of classroom engagement, frequent contributions often anecdotal with some effort to be critical, clear indication that course readings completed before each class.

7 – Very good attention, very good degree of classroom engagement, and occasional contributions, but more anecdotal, clear indication that most course readings completed before each class.

6 – Good attention, moderate to good classroom engagement, possibly some media use, and occasional contributions, clear indication that most course readings completed before each class.

5 – Good attention (possibly related to sporadic attendance), moderate classroom engagement (possibly related to media use), but virtually no contributions, moderate indication that course readings completed before each class.

4 – Some attention/attendance, and/or high media use, occasional contributions, moderate indication that course readings completed before each class.

3 – Poor attention/attendance, and/or high media use, sporadic contributions, very little indication that course readings completed before each class.

2 – Poor attention/attendance, and/or high media use, little to no contributions, very little indication that course readings completed before each class.

1 – Little to no attention/low attendance, and/or high media use, little to no contributions, little to no indication that course readings completed before each class.

0 – No or minimal attendance – therefore not available for participation, little to no indication that course readings completed before each class.