



**ST. JEROME'S**  
**UNIVERSITY**

## **Arts130: Hungry I's (Inquiry and Communication)**

**Winter 2023**

**MW 11:30 am - 12:50 pm, SJ1 2011**

### **INSTRUCTOR INFORMATION**

Instructor: Dr. Veronica Austen (she/her)  
Email: vjausten@uwaterloo.ca  
Office: Sweeney Hall 2202  
Office Hours: Drop-in: M 2:00-3:00 pm  
Other appointment times (in-person or virtual) available upon request

### **Course Description**

#### **Calendar Description:**

This course provides an introduction to diverse intellectual modes of inquiry in the social sciences and humanities with an emphasis on the development of communication skills. In a small seminar setting, students will explore a variety of topics based on instructor expertise in order to build social awareness, ethical engagement, and communication competencies in comprehension, contextualization, and conceptualization. Students will be expected to engage with the work of others, articulate positions, situate writing and speaking within contexts, practice writing and speaking for situations beyond the classroom, engage in basic forms of research, and workshop, revise, and edit writing.

#### **Detailed Description:**

This section of ARTS 130 will provide opportunities for you to build your skills in communication while contemplating how our acts of ingestion inform our construction of self. If we are what we eat/drink, then what are we? This course will motivate you to think critically about acts of ingestion and the relationships they represent, including the relationship with one's body, with food and the systems that produce it, and with family and culture. You will use our explorations of these ideas as jump off points into developing your own communication practices and skills. This course will require you to be an active learner who comes to class ready to share your ideas about our texts and to participate in a community of learning where we all help each other progress.

## Managing Our Uncertain Times

We're, of course, going to hope that conditions remain such that we'll make it through the term without a disruption to our in-person classes. Nevertheless, we're best to be prepared for whatever might come.

Firstly, it will be the responsibility of us all 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](#) (Note: at the time of posting this syllabus – January 9<sup>th</sup> – this link does not seem to have been updated with the University's January 5<sup>th</sup> communication that noted that masks are now recommended in indoor spaces but not currently mandated.)

Secondly, we will best 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.

**If you do find yourself unable to attend class due to an extenuating circumstance**, feel free to let me know (and remember that you must, in fact, contact me if your extenuating circumstance impacts an assessment and you wish to be considered for accommodation). Slides from our class meetings will be made available in the "Community of Learning" section of our LEARN site. The slides won't give you access to the entirety of what happens in a class meeting, so it is your responsibility to discuss the details of what you missed with your classmates.

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 (Please remember it can be extra work for others when you ask, "[Did I Miss Anything](#)" (I've linked to Tom Wayman's sardonic poem there! ☺), so take your attendance seriously.
- Taking responsibility for any necessary absence by making arrangements in a timely manner for anything that you've missed
- Ensuring that you understand [university expectations](#) and course policies (see below) regarding the pursuit of accommodations and how to [self-declare an illness or isolation](#) 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 be able to put to use recorded narrated slide presentations.

The moral of this long story is, yes, we will still be 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 [Assessment and Vaccination](#) on campus.

## Learning Outcomes and Section-Specific Goals

### Arts First Learning Outcomes:

- Students will learn to identify and enhance their own diverse experiences, strengths, and goals as communicators with other Arts students in a community of practice.
- Students will critically explore their own positions and agency while practicing interpersonal communication skills.
- Students will analyze context, audience and genre and apply this rhetorical knowledge in iterative communication assignments.
- Students will provide, reflect on, and incorporate feedback on their communication in collaboration with peers.
- Students will develop processes to inquire about and analyze ideas—their own and those discovered through research.
- Students will use multiple technologies for creating and communicating.

### Section-specific goals:

- To allow students to experience interesting and challenging texts that allow us to consider the significance food and acts of eating to our sense of self
- Engage students across multiple disciplinary interests to develop reading and writing skills that can be used across various academic disciplines
- Allow opportunities for students to communicate their ideas both orally and in writing and become a part of a community of learners
- Develop an introductory understanding of using critical material, including developing research skills by using the library's catalogue and databases
- Promote understanding and respect for matters of academic integrity, including developing the skills of ethical use of sources
- Offer the opportunity for students to build their communication skills through an experiential project that will allow them to develop their ability to assess their rhetorical situation and meet its needs
- Develop skills in collaboration and effective teamwork

## Required Texts

All of our required readings are to be found via [Course Reserves](#).

Note: **You should be marking up your texts substantially** – noting important themes, concepts, ideas; asking questions; etc. If you can do that kind of active reading with e-versions, then that's great, but if you're doubtful that you'd be an active reader while reading on a screen, I'd recommend printing your

course reserves, conserving on paper as you are able, of course. I'd recommend gathering all your readings and making yourself a e-folder or hard-copy-folder so that you have all your course materials together and ready to go.

### Recommended Texts:

**Grammar Handbook:** Any person who does a lot of writing (or even just a little) should have access to a grammar handbook. I would suggest the following:

*The Little, Brown Handbook or The Little, Brown Compact Handbook*

*A Canadian Writer's Reference*

Note: MLA will be our citation format. MLA conventions for citations changed substantially in 2016 with the publishing of the 8<sup>th</sup> edition of the *MLA Handbook*, so be wary of older handbooks as sources for learning MLA formatting. The current edition of the *MLA Handbook* is the 9<sup>th</sup>.

Purdue's Online Writing Lab is an excellent, up-to-date guide for many citation formats, including MLA:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)

### Assignment Schedule

In-class Assignments are due at the end of the class in which they are completed. All other written assignments are due by 11:59pm on their due date.

	Assignment	Due Date	Weighting
1	Academic Citizenship a) Participation Activities (Individual and Group)	In-class Participation activities are due by end of class; all other Participation activities are due on Fridays by 11:59pm	1% per activity = 10%  (Note: there are 12 opportunities to earn your 10%)
	b) Active Contributions and Professionalism (Individual)	Throughout the term	5%
2	Book Proposal (Group)	February 10	10%
3	Recipe (Individual)	March 3	5%
4	Personal Narrative (Individual)	March 3	15%
5	Researched Paper (Individual)	March 24	15%
6	Presentation (Group)	March 27, 29 (group's date will be assigned)	10%
7	Self-Reflection (Individual)	April 5	5%
8	Cookbook a) Introduction (Group)	April 19	10%
	b) Effectiveness of Collection (Group)		15%

## **Considerations re: Accommodations for Extenuating Circumstances**

As a writing/communications-intensive course, your success in our course is dependent upon both your consistent attendance and your ability to stay caught up on our assignments.

Nevertheless, extenuating circumstances do occur and it will be your responsibility to contact me immediately if you find yourself needing to request accommodations.

Most importantly, as noted in the Course Policies below, remember that if you ask early enough (the Monday before a due date), I can grant an extension.

Nevertheless, if you face an extenuating circumstance wherein you've self-declared short-term absence, self-declared a COVID-related absence, or submitted a VIF, what you can expect is the following:

Participation Activities (as also communicated below):

- Writing Prompts: deadline extended, as reasonable for the situation
- In-class Project Prep (Individual Submission): deadline extended, as reasonable for the situation
- In-class Project Prep (Group Submission): you must contact your group, review what they submitted, and offer a response to their submission that demonstrates that you're caught up with the preparation and ready to contribute effectively to your project's next steps; deadline extended, as reasonable for the situation
- In-class Peer Review: this activity will be very difficult to make-up, but if necessary, we can discuss options

Individual Submissions:

- Extended deadline, as reasonable for the situation

Group Submissions:

- As reasonable, group is still required to complete the assignment on-time (for instance, for the presentation, they would present without you); if because of your self-declared/VIF absence, you were unable to contribute sufficiently to the group work, you possibly will be assigned a make-up assignment, the nature of which would be determined on a case-by-case basis. Outside of an extenuating circumstance, failing to contribute sufficiently to your group's submission is unacceptable and you would not earn the same grade as the rest of your group and likely would not have an opportunity to make up for your lack of involvement.

## **Assignment Descriptions**

Please note that detailed assignment guidelines will be posted on LEARN. The following introductory descriptions are not sufficient for completing the assignments.

## Assignment 1

### Academic Citizenship

#### Participation Activities (Individual and Group)

**Due: See Course Schedule**

**Value: 10% (1% per activity; there are 12 opportunities to earn 10%)**

The Participation Activities will involve a range of tasks including responding to Writing Prompts and completing in-class Project Prep and Peer Review activities. The Participation Activities are graded on timely completion. If you have submitted on-time and if your activity is completed adequately, you will earn full marks for it.

The Writing Prompts appear in our Class Schedule (and also should be viewable in the Dropbox on LEARN). Responses to the Writing Prompts are due on the Friday (by 11:59pm) of the week in which that theme is covered.

Instructions for the In-class Project Prep and Peer Review activities will be offered in class. These in-class activities are due at the end of the class in which the activity took place.

You have 12 opportunities to complete 10 activities. 7 of the 12 activities will be completed in class and thus depend upon your attendance.

If accommodations for extenuating circumstances are required, the accommodation will take the form of:

- Writing Prompts: deadline extended, as reasonable for the situation
- In-class Project Prep (Individual Submission): deadline extended, as reasonable for the situation
- In-class Project Prep (Group Submission): you must contact your group, review what they submitted, and offer a response to their submission that demonstrates that you're caught up with the preparation and ready to contribute effectively to your project's next steps; deadline extended, as reasonable for the situation
- In-class Peer Review: this activity will be very difficult to make-up, but if necessary, we can discuss options

Remember that accommodations are not guaranteed. Your responsibility is to contact me as soon as possible if you find yourself in a situation for which you would like me to consider offering accommodations.

### Active Contributions and Professionalism

**Due: Throughout the term**

**Value: 5%**

Discussions and assigned tasks will take place in each class meeting, so you have opportunities throughout the term to contribute effectively. Your ideal is to challenge yourself to speak up in class and to actively engage in whatever activities are taking

place, but for weeks when you think you've been too quiet, a "Continuing the Conversation" discussion board has been created on our LEARN site.

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**Note:** Throughout the course, you will be working towards one project: in groups, you will be creating a cookbook. Your individual submissions will go towards creating your finished group project, so you will be designing your topics and approaches in collaboration with your group. We will start discussing the Cookbook project on January 18<sup>th</sup> and your group membership will be finalized by January 25<sup>th</sup>. Full guidelines will be posted by January 16<sup>th</sup>.

**Assignment 2: Book Proposal (Group)**

**Due: February 10**

**Value: 10%**

In response to a publisher's 'call for manuscripts,' your group will propose its vision for your cookbook. Your proposal will articulate such information as your intended audience, your cookbook's theme, and the need your cookbook will fulfill.

**Assignment 3: Recipe (Individual)**

**Due: March 3**

**Value: 5%**

Using your own words, you will write a recipe that will be included in your group's cookbook. This assignment allows you to demonstrate your ability to write an instructional document with clarity.

**Assignment 4: Personal Narrative (Individual)**

**Due: March 3**

**Value: 15%**

You will write a 4 page (double-spaced) personal narrative that will be included in your group's cookbook. This assignment allows you to demonstrate your narrative writing skills, including creating effective focalization, imagery, and narrative order.

**Assignment 5: Researched Paper (Individual)**

**Due: March 24**

**Value: 15%**

You will write a 4-5 page (double-spaced) researched discussion that will be included in your group's cookbook. Depending upon your group's vision for your cookbook, there would be various directions that your research may take: are you going to write an engaging discussion about a particular ingredient? Are you going to write an engaging discussion about the history of the dish that your recipe produces? Are you going to discuss the poultry industry? Etc. This assignment allows you to demonstrate your ability to use sources effectively and ethically; it also allows you to demonstrate your ability to craft a unified discussion and/or argument about a research question that you have yourself

designed (in consultation with your group so that your researched paper fulfills the needs of your cookbook).

### **Assignment 6: Presentation (Group)**

**Due: March 27 or March 29**

**Value: 10%**

Your group will create a 10 minute presentation that describes its cookbook and thereby attempts to attract an audience for it. What is your cookbook about? Why should people go out and buy it once it hits the market? This assignment allows you and your group to demonstrate your ability to properly assess your audience and thereby to develop an effective rhetorical appeal. It too will allow you to practice both your formal oral communication skills and visual communication (PowerPoint slides or other visual aids).

### **Assignment 7: Self-Reflection (Individual)**

**Due: April 5<sup>th</sup>**

**Value: 5%**

You will write a 2-3 page (double-spaced) self-reflection that evaluates your progress in the course and/or articulates your experience of creating a cookbook with your colleagues and announces your goals for revising your personal narrative and researched paper so that they fit well with the contributions of your groupmates. This assignment allows you to demonstrate your ability to critically assess your communication skills and articulate your goals for further growth.

### **Assignment 8: Cookbook (Group)**

**Due: April 19<sup>th</sup>**

**Value: 25% (10% Introduction; 15% Effectiveness of the Collection)**

#### **a) Introduction (Group)**

Your group will collaboratively write a 4 page (double-spaced) introduction to your cookbook that announces the collection's theme and introduces readers to what they'll find in the collection. Your goal for your intro is to attract an audience and make them want to read your collection; as such, should find that your preparation of your Presentation will be a good starting place for this assignment as well. This assignment allows you and your group members to demonstrate your ability to articulate your vision for your project using a rhetorical sound and interesting appeal that accounts for your audience's needs and desires. As well, this assignment allows you and your group members to develop your ability to write collaboratively and thus develop strategies for creating an effective team.

#### **b) Effectiveness of Collection (Group)**

This part of the project's grade evaluates the overall effectiveness of the cookbook that you have created. Is your book cover design effective? Have you shown care in creating other paratextual matter (Table of contents? Index? Page numbers? Photographs?)? Do all of the cookbook's parts (all of the personal narratives and/or researched components) fit well together? (Note: you may find yourself condensing the length of the personal narratives and/or the researched papers for the sake of your cookbook, but all group members should have their



work represented in the final product). This assignment allows you and your group members to demonstrate your ability to craft a well-conceived and polished final product that demonstrates originality/creativity and that would be attractive to your envisioned audience.

### Opportunity for Bonus

You can earn a bonus of 1% on your final grade for each St. Jerome's Reading Series event you attend (There will be two. Dates to be determined. See <http://canlitkicksass.blogspot.com/>). To earn your bonus of 1% you will attend the event and then write a one-page response to it (e.g., What impacted you most about the event? What did you find most interesting? What made you think?) **to be submitted one-week after the reading**. So, if your mark in the course would have been 78%, but you attended 2 readings and submitted your responses, your final mark in the course would be 80% ( $78+1+1 = 80$ ).

Your response might be self-reflexive or you might think about it as a review of the event or you might even respond more creatively (feel free to write a poem, compose a song, paint a picture, write some flash fiction).


If you have a documentable reason for not being able to attend the event, you may submit an alternate bonus assignment. To complete an alternate bonus assignment, you will find something to read by the writer and write your response based on what you read. Your alternate bonus activity should take you approximately the same amount of time that one would have spent had one attended the event (events tend to be approximately one-hour + however long it takes one to write a response). Any alternate bonus assignment must be submitted with the appropriate documentation. It tends to be best to check with me first to determine if you are eligible for completing an alternate bonus assignment.

### Class Schedule

As the following indicates, we have a rather tight schedule to follow so that we can achieve all of the course's learning outcomes. As such, we will aim to keep to this schedule as best as possible, but in the event a class has to be cancelled due to an extenuating circumstance, I will keep you informed about any alterations we must make. **Your responsibility is to complete your reading by the start of the class in which we are discussing it.**

Week	Date	Readings	Important Notes
1	Jan. 9, 11	Jan. 9: <b>Orientation</b> (Syllabus and Introductions) Jan. 11: <b>What is it to use language?</b> Readings: MacDonald, "The Doubtful"; Danticat, "Epilogue: Women like Us"	(Participation 1) Writing Prompt (Individual): Who am I as a communicator? What do I love/hate? What are my strengths? What are my barriers?
2	Jan. 16, 18	Jan. 16: <b>What is it to be a Hungry I?</b> In-class Text: <i>X-Files</i> : Hungry Jan. 18: <b>... Hungry I? continued</b> <b>Project Planning</b> (identifying interests) Reading: Assignment Guidelines	(Participation 2) Writing Prompt (Individual): Who am I as an eater?

Week	Date	Readings	Important Notes
3	Jan. 23, 25	<p>Jan. 23: <b>Food Justice</b> Guest Lecture, Anishnabeg Outreach</p> <p>Jan. 25: <b>Food and Relationships</b> Readings: Arden, "What I Fed my Mom (and My Dad, Too)"; Danticat "A Grain of Comfort: The Magic of Simple White Rice"; Danticat's white rice recipe; Scofield "Heartfood"</p>	<p>Project groups need to be solidified by Jan. 27<sup>th</sup></p> <p>(Participation 3) Writing Prompt (Individual): Who is in your project group? How do you see yourself contributing? What are your worries about group work and what is your vision for how to ensure your group is successful?</p>
4	Jan. 30, Feb. 1	<p>Jan. 30: <b>Food and Relationships</b></p> <p>Reading: Twitty, "No More Whistling Walk for Me" (Supplementary Reading: <a href="#">Twitty interview</a>)</p> <p>Feb. 1: <b>Project Planning</b> (Considering the ethics of your project and preparing proposal) In-class Video: "Twitty on Culinary Justice" (<a href="https://youtu.be/EhxiC3XX54g">https://youtu.be/EhxiC3XX54g</a>) Proposal Prep: define rhetorical goal of project; define audience/assess market; describe project</p>	<p>(Participation 4) In-class Project Prep (Group)</p> <p>(Participation 5) Writing Prompt (Individual): How is your relationship with food informed by your relationships (with family, friends, and/or culture)?</p>
5	Feb. 6, 8	<p>Feb. 6: <b>Contemplating the Cookbook</b> Reading: excerpt from Clarke, "Introduction," <i>Pig Tails 'n' Breadfruit</i> Peer Review: Book Proposal (bring draft)</p> <p>Feb. 8: <b>Good Storytelling/Description</b> Text: Bring a photo involving food that means something to you</p> <p><b>Grammar Take-Ten: Commas</b></p>	<p>(Participation 6) In-class Peer Review (Individual)</p> <p>Book Proposal Due (Group): February 10</p>
6	Feb. 13, 15	<p>Feb. 13: <b>Food, Memory, and Identity</b> Readings: Bourdain, "Food Is Good"; Wah, "Quite Suddenly Lo Bok Reappears in my Life"; Gunn, "Cristoli, Intrigoni, Bugie"</p> <p>Feb. 15: . . . <b>and Identity, continued</b> Workshopping Recipe and Personal Narrative</p> <p><b>Grammar Take-Ten: Semi-Colons, Colons, and Other Punctuation</b></p>	<p>(Participation 7) Writing Prompt (Individual): Describe a food memory (this could be, but doesn't need to be, a starting point for your personal narrative).</p>

Week	Date	Readings	Important Notes
	Feb. 20-24	<b>Reading Week</b>	
7	Feb. 27, Mar. 1	Feb. 27: <b>Project Planning and Peer Review</b> Bring complete draft of Recipe and Personal Narrative <b>Grammar Take-Ten: Sentence Structure Errors</b>  Mar. 1: <b>The Other Side of Joy</b> Readings: Gay, "My Body is a Cage of my Own Making"; Meltzer, "I've Been on a Diet since I Was Four"; Julier, "The Political Economy of Obesity"	(Participation 8) In-class Peer Review (Individual)  Recipe (Individual) Due: March 3 Personal Narrative (Individual) Due: March 3
8	Mar. 6, 8	Mar. 6: <b>Effective Research</b> Guest Lecture, SJU Librarian  Mar. 8: <b>Working with Sources and Project Planning</b> Bring an articulation of your intentions for your Researched Paper; Bring at least one relevant source that you've found	(Participation 9) In-class Project Prep (Individual)
9	Mar. 13, 15	Mar. 13, <b>Selling Salvation (a.k.a. How to Sell Food); Effective Visual Communication</b> Bring advertisement (print or video) that markets either food or a cookbook <b>Grammar Take-Ten: Clarity in Writing</b> Mar. 15: . . . <b>Salvation, continued; Project Planning</b> Defining your audience; Articulating why your book is needed and how you'll market it	(Participation 10) In-class Project Prep (Group)
10	Mar. 20, 22	Mar. 20: <b>Peer Review</b> Bring complete draft of Researched Paper  <b>Grammar Take-Ten: Dangling/Misplaced Modifiers</b>  Mar. 22: <b>Effective Presentations; Project Planning</b> Articulating plans for collaborative introduction and book cover; Preparing for presentation	Researched Paper (Individual) Due: March 24  (Participation 11) In-class Project Prep (Group)
11	Mar. 27, 29	Mar. 27, Mar. 29: <b>Presentations</b>	(Participation 12) In-class Peer Review (Individual)

Week	Date	Readings	Important Notes
12	Apr. 3, 5	Apr. 3: <b>Project Planning and Peer Review</b> Preparing Intro, Planning other paratextual matter, Assessing needed revisions from original submissions  Apr. 5: Course wrap-up	Self-Reflection (Individual) Due: April 5
Cook Book (Group) Due: April 19 <sup>th</sup>			

## Course Policies:

### Correspondence:

If you need to contact me by email, be sure to use my [vjausten@uwaterloo.ca](mailto:vjausten@uwaterloo.ca) address. In most cases, I will respond to emails within 24 hours, though I can't guarantee that I'll check email on weekends. Remember too that a university is a professional environment, so **you should use your UW email addresses** for all correspondence. Please note that I do not use the chat feature in MS Teams regularly, so even though our course does have an MS Team (just in case it proves useful), I cannot guarantee that I'll catch your message through that platform. Email is best.

### A Note on Ethics in Writing:

Although you may, of course, discuss your work with others, your assignments must reflect your own abilities. Remember that "study help" sites are not your friends. **Your job in our course is the creation of knowledge, not the regurgitation of what others have already thought and communicated.** So, do your own thinking!

Furthermore, while peer-review can (and often should) be part of any writing process, soliciting someone "to correct" or "edit" your writing is NOT allowed. There is a fine-line between peer-review and academic misconduct (peer reviewers point out potential problem spots and make suggestions that the writer can then take or discard; peer-reviewers should not do the "correcting" for the writer). If you have any questions about ethics in the preparation of assignments, please ask!

### Late Assignments:

Late assignments will be penalized at the rate of **three percent (3%) per day**, including weekends (e.g. an assignment due on Feb. 10<sup>th</sup> that is submitted on Feb. 15<sup>th</sup> is 5 days late; hence, that assignment will be penalized by 15%).

### Extensions:

All extensions must be requested **by the Monday** of the week of the assignment's due date (e.g., if an assignment is due on Feb. 10<sup>th</sup>, then a request for an extension would need to be made by Monday, Feb. 6<sup>th</sup>). A request made after the Monday, will be granted only if accommodations are secured through proper processes (e.g., self-declaration of illness, VIF, other relevant documentation). Remember that a request for an extension may be denied. No

extension will be granted after the original due date has passed, outside of an individual having met the [conditions for securing accommodations](#).

**Assignment Format and Submission:**

All assignments are to be submitted via LEARN using the appropriate dropbox.

All assignments must follow MLA format as described in *The MLA Handbook for Writers of Research Papers* (9<sup>th</sup> ed.). Some details regarding MLA formatting will be discussed in class, but you should as well consult the MLA Handbook yourself (Owl@Purdue is a great source for information re: MLA formatting).

Specified page lengths for assignments/essays are approximate and based on proper MLA formatting (1 inch margins, Times New Roman (or equivalent) 12 point font). Exceeding the page limit by up to approximately one page is acceptable. Not meeting the specified page length is not acceptable and most often can significantly affect the quality of your assignment.

**Other Important Information**

**Academic Integrity:**

*Academic Integrity:* In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

[Academic Integrity Office \(UW\)](#): A resource for students and instructors.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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 professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the University of Waterloo Policy 70 (Student Petitions and Grievances). For information on categories of offenses and types of penalties, students should refer to the St. Jerome's University Policy on Student Discipline.

**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. For students who decide to file a grievance, students should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome's University.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under the St. Jerome's University Policy on Student Discipline or the St. Jerome's University Policy on Student Petitions and Grievances if a ground for an appeal can be established. In such a case, read [University of Waterloo Policy 72 \(Student Appeals\)](#).

**Note for Students with Disabilities:**

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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 the AS office at the beginning of each academic term.

## **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

### **On Campus**

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

### **Off campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

## **Intellectual Property**

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo/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 the University of Waterloo/St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

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materials. However, doing so without expressed 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 given their consent).