



ST. JEROME'S UNIVERSITY

Department of English

Engl101A: Intro to Literary Studies

Fall 2022

MW 11:30 am - 12:50 pm, SJ2 2007

INSTRUCTOR INFORMATION

Instructor: Dr. Veronica Austen (she/her)
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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:

An introduction to the study of literature, covering such areas of enquiry as literary history, genre, criticism, analysis, and theory.

Detailed Description:

This course assumes that the study of literature is vital because it is through literature that we train our imaginations and emotions, become agile critical thinkers, and gain facility with interpreting language. Ideally, our study of literature in this course will be part joyful, part challenging, a little gut-wrenching, hopefully a bit exasperating, and with any luck, inspiring, even transformative.

Our course is designed to let you engage with an eclectic mix of texts so that you can see that the study of literature offers a diverse range of possibilities. Our literary texts, which include poetry, short stories, and one novel, are predominantly contemporary ones (with a few notable exceptions). Ideally, you'll find that our texts allow you to challenge yourself to reconsider our social world and the role literature and language plays in it. You likely will even find yourselves needing to think through "what is literature anyway (just wait until the sound poets at the end of term!)? And what can it do in these very complex times?" As well, our mix of texts will let us ask questions like, "how does language/literature both empower and disempower?"; "how does language/literature both reflect and participate in various systems of power?"; and "how do reading practices differ according to the kind of text we're reading?".

As we address these questions and more, you will develop your abilities to analyse language and literature and to communicate your interpretations effectively. In order to enhance your

close reading skills, you will be gaining skills in using literary terms and applying the tools of narrative theory. You will, as well, gain experience in using literary criticism to enhance your own interpretations of texts. You will thereby also develop skills in using sources ethically and documenting them exactly. As you will see, your key goal throughout the term will be to flex your own intellectual and creative muscles so as to gain the confidence and skill to form your own insights about what we're reading, but part of the way you can do this is by considering what others say and subsequently finding a place for your own voice in the conversation.

Our aim in this course will be to develop a community of learning, so be prepared to read and think actively and to communicate your ideas with me and your colleagues.

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](#)

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, narrated lecture slides for some of our texts (from Fall 2020) can be made available to you upon request. These recorded lectures would not be identical to what is covered in-person because our in-person meetings involve discussion and topics/ideas can evolve spontaneously. Nevertheless, the recorded lectures would allow you access to our course content, if you do have to miss the in-person meeting due to illness or possible illness. Furthermore, as you will see, creating notes that capture our in-person meetings will be a responsibility that everyone will share throughout the term (see "Academic Citizenship – Group Notetaking" below), so again, if you face an extenuating circumstance, you will have a means of accessing what we discussed in class.

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 that providing you access to the narrated lecture slides is added work for me, so do not abuse the opportunity that you have, but also remember that it's totally okay for you to ask to access the recorded content if you're facing an extenuating circumstance.)

- Taking responsibility for any necessary absence by requesting access to available recorded 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 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.

Course Goals and/or Learning Outcomes

- Gain skills in literary interpretation by studying (and hopefully enjoying) interesting and challenging texts that let us explore the value of literature and literary studies in our contemporary world
- Develop the skills of close critical reading by gaining an introductory understanding of discourse analysis, the use of literary terms, and the tools of narrative theory
- Become knowledgeable about the socio-historical context of assigned texts, including aspects of literary history
- Build skills in written communication, including essay writing skills such as effective argumentation, structure, and grammar
- Gain an introductory understanding of using critical material, including developing an understanding of effective research skills.
- Achieve understanding and respect for matters of academic integrity, including the skills of ethical use of sources
- Participate in a community of learners wherein you can engage in conversation (both written and oral) effectively, demonstrate understanding of how to communicate clearly, attract interest in your ideas, establish your credibility, and demonstrate respect for the ideas of others

Required Texts

The majority of our required readings are to be found via [Course Reserves](#). Otherwise, there are two required texts that are available for purchase through the UW bookstore. Having an alternate edition is completely acceptable, but be aware that you might find it difficult to follow lectures if your page numbers are different from the edition assigned.

- Brand, Dionne. *What We All Long for*. (ISBN: 9780735279872)
Please note that this version is the one currently in print and includes a second novel *Love Enough*. We are not reading *Love Enough*, but it is no longer possible to order *What We All Long for* without it (at least not enough for the full class), but you are more than welcome to use an alternate edition of *What We All Long for* (e.g., an older version or a version on Kindle/etc.). But do note that the page numbers in the edition that we're using are quite different from other versions.
- Scofield, Gregory. *Witness, I Am* (ISBN: 9780889713239)



Note: **You should be marking up your texts substantially** – noting important themes or word choices, 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 using hard copies of the two required texts and printing your course reserves, conserving on paper as you are able, of course. I'd recommend gathering all your readings at the start of term and making yourself a e-folder or hard copy binder 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 8th 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 9th.

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

Essay Writing Handbook: As well, if you think you need a refresher on your essay writing skills and/or want to know more about writing in a literary studies context, I'd highly recommend the following:

Acheson, Katherine O. *Writing Essays about Literature: A Brief Guide for University and College Students*. (ISBN: 9781554815517)

Assignment Schedule

Except for the Group Notetaking, our due dates are Fridays (with one day's automatic grace, but not for the Take Home). Assignments are due by 11:59pm.

	Assignment	Due Date	Weighting
1	Academic Citizenship a) Group Notetaking	Due on the Monday after your group's assigned week	5%
	b) Active Participation and Professionalism	Throughout the term	10%
2	Critical Article Summary and Response	Sept. 30-Oct.1	15%
3	Close Reading	Oct. 28-29	15%
4	Final Essay a) Proposal/Outline	Nov. 11-12	5%
	b) Editorial Board Submission (this requires group work, but is graded individually; to facilitate this group work, we pause on lecture content the week that you're completing this assignment)	Nov. 11-12	5%
	c) Final Essay	Dec. 2-5	25%
5	Take Home Exam	Dec. 16 (but worked on throughout the term)	20%

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

Group Notetaking

Due: on the Monday after your group's assigned week

Value: 5%

For most weeks of the course, a group will be assigned to produce class notes. The notes will represent the class meetings from your assigned week. What your group produces will be posted as a resource for the class.

Active Participation and Professionalism

Due: Throughout the term

Value: 10% (5% In-class Activities; 5% Quality of Contributions/Professionalism)

This part of your grade evaluates the effectiveness of your contributions to our course and your ability to demonstrate professionalism throughout the term. Half of the grade is determined by in-class assignments and half by the quality of your individual contributions and professionalism throughout the term.

The in-class assignments will most often take the form of small-group discussion. You, individually or as a group (depending on the activity), will be required to submit notes from your work, which be evaluated based on the following scale:

0/2 = Not Completed or Completed but Unacceptable

1/2 = Complete but inadequate

1.25/2 = Complete and adequate

1.5/2 = Complete and well-done

1.75/2 = Complete and better than many, but not quite exceptional

2/2 = Complete and exceptional

I've noted what weeks there should be an in-class assignment, but remember our schedule may have to be adjusted depending on how quickly we get through our material. You must be present in class to complete the assignment, except in extraordinary circumstances.

Discussions 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, but for weeks when you think you've been too quiet, a "Continuing the Conversation" discussion board has been created on our LEARN site. Please consult the discussion board itself for guidelines on contributing (including the time-limits for contributing each week).

Assignment 2

Critical Article Summary and Response (3-4 pages, double spaced)

Due: Sept. 30-Oct. 1

Value: 15%

This assignment requires that you summarize an assigned critical article. The assigned articles (there are four options) represent 10-32 pages of reading (remember just because something is shorter doesn't make it easier or most rewarding!). Your goal will be twofold: 1. Demonstrate your ability to synthesize the most important aspects of

your article and communicate this synthesis effectively/ethically; and 2. Offer a thoughtful response to the article's ideas. This assignment will allow you to practice and build skills regarding the effective use of scholarly articles (namely, quoting/paraphrasing, synthesizing, and applying).

Assignment 3

Close Reading (3-4 pages, double spaced)

Due: Oct. 28-29

Value: 15%

This assignment requires that you conduct a close critical reading of an assigned text (or excerpt of a text). By focussing your attention on the features of a short text (so, for example, significant repetitions or word choices, significant uses of figurative language, significant aspects of narrative point of view), you will be able to offer a detailed interpretation of the poem's significance. As such, this assignment will allow you to develop your interpretation skills and ensure that you are capable of forming in-depth analyses of literature. Full guidelines are available on LEARN.



Assignment 4a

Proposal/Outline Final Essay (2 pages, double spaced)

Due: Nov. 11-12

Value: 5%

This assignment will require that you indicate your proposed thesis, explain the main ideas that will structure your paper's argument, and identify possible critical sources. It allows you to try out your ideas and get feedback on them before you work them up into your final essay itself.

Assignment 4b

Editorial Board Submission (Final Essay) (4 pages, in point form)

Due: Nov. 11-12

Value: 5%

For the week of November 7th, you will take part in an Editorial Board discussion regarding your plans for your essay (to facilitate this work, we will not meet as a class that week). Groups of approximately 4-5 people will be our aim (we'll likely use our Group Notetaking groups). Submissions of this assignment **will be individual**, but each individual assignment does require a contribution from the other group members. Through group discussion (virtual or in-person dependant upon the needs of your group), you will accomplish two tasks: 1. An assessment of the qualities of a sample excerpts from published essays (3 paragraphs: one an intro, one a body paragraph, one a conclusion); 2. Discussion of each person's plans for their essay. Your responses to approximately 8 questions are expected to be in point form.

Assignment 4c

Final Essay (6-7 pages, double-spaced)

Due: Dec. 2-5

Value: 25%

This assignment will require you to write a well-argued essay responding to assigned topics/questions. This essay will form its argument so that two course texts are discussed. At least 1 secondary source must be used; this source should represent your ability to conduct effective academic research.

Assignment 5

Take Home Exam

Due: Dec. 16

Value: 20%

Our ideal in this course is for you to develop your capacity for deep contemplation and critical thinking. As such, your 'exam' in this course is designed less for you to regurgitate your knowledge of our course material and more for you to demonstrate your ability to think about it and put it to use. With this goal in mind, you will, in fact, be working on your exam throughout the term (starting in approximately Week 3) by completing short journal entries (near weekly; 2-3 paragraphs each) in response to Lillian Allen's "The Poetry of Things." As you will see, this poem makes proclamations about poetry and poets (which you can extrapolate to mean 'literary texts' and 'writers' more generally) and offers various other insights. In each of your responses, you will pick out something from this poem to respond to (the detailed guidelines will offer more specific requirements for your responses). A key thing to keep in mind is your responses should demonstrate the growth of your thinking, so this is an activity that should be completed as you go throughout the term. The iterative nature of it – a.k.a. its requirement that you return to the same text again and again – is vital, and can't really be faked if you try to complete this assignment all at once at the end of the term. Nevertheless, in addition to your journal entries, this take home exam will consist of one final question that will be revealed on the final day of class and that will ideally allow you to bring together the thoughts you developed in your journal entries and demonstrate your overall engagement with and mastery of the concepts and ideas of our course.

NOTE: You can earn bonus marks for your take-home exam by attending our Reading Series events (see <http://canlitkicksass.blogspot.com/>). By attending an event and then writing a one-page response to it (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**, you will receive a **1.5% bonus** on your final exam. So, if your mark on the final exam would have been 78%, but you attended 2 readings and submitted your responses, your mark on the final exam will be 81% (78%+1.5%+1.5%).

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


We will follow this schedule as closely as possible, but occasionally one week's topic/readings may carry over into the next week. **Your goal is to complete the week's readings by the start of the week so that you can engage actively in our lectures and discussions.** The readings are in the order in which we'll discuss them. When we come to the novel, ideally try to finish it for the first week in which we're discussing it, but I will try to advise you about how many chapters are vital for the first week (if I forget to do so, please remind me!)



Readings marked with an * will be available via Course Reserves (see link on LEARN).

Also please note that I have done my best to anticipate what readings may require that you prepare yourselves for difficult subject matter. Where relevant, please see the parenthetical note accompanying the reading's listing below. But, of course, I cannot anticipate everything, so please ask, if you have any questions or concerns about the readings before you undertake them.

Week	Date	Readings	Important Notes
1	Sept. 7	Orientation	
2	Sept. 12, 14	<p>Introduction:</p> <p>a) A Three Part Approach to Literary Studies</p> <p>b) Effective Reading Strategies</p> <p>Twain, "A River Pilot Looks at the Mississippi"*</p> <p>Bressler, "Defining Criticism, Theory, and Literature" *</p>	
3	Sept. 19, 21	<p>Language and/as Power:</p> <p>Stevens, "Anecdote of the Jar" *</p> <p>Stevens, "The Idea of Order at Key West" * (Note: don't get stuck on this one; it is tricky and we'll be listening to it during lecture)</p> <p>Philip, "Meditations on the Declension of Beauty" *</p> <p>Coyote, "[Barber story]" (youtube) *</p>	Weekly Notetaking: Group 1

4	Sept. 26, 28	Philip, "Discourse on the Logic of Language" * Dumont, "It Crosses my Mind" * Adichie "Danger of a Single Story" (TedX) *	Weekly Notetaking: Group 2 Practice In-class Activity Assignment 1: Critical Article Summary/Response Due: Sept. 30-Oct. 1
5	Oct. 3, 5	Intro to the Short Story and Narrative Theory Thien, "Simple Recipes" * Jenkins, "Making Pastelles in Dickensland" * MacLeod, "As Birds Bring Forth the Sun" *	Weekly Notetaking: Group 3 Course Survey: Stop-Start-Continue (Optional)
	Oct. 10-14	Reading Week	
6	Oct. 17, 19	Intro to Narrative Theory Continued and Developing Close Reading Skills Brand, <i>What We All Long for</i> (Note: this novel includes a scene of police violence against a Black man)	Weekly Notetaking: Group 4
7	Oct. 24, 26	Brand, <i>What We All Long for</i>	Weekly Notetaking: Group 5 In-class Activity Close Reading Due: Oct. 28-29
8	Oct. 31, Nov. 2	Introduction to Poetics Scofield, <i>Witness, I Am</i> (Note: this collection at times discusses physical and sexual violence (e.g., Missing and Murdered Indigenous Women and Girls))	Weekly Notetaking: Group 6 In-class Activity: Note: you should be preparing for next week's workshopping of your final projects
9	Nov. 7, 9	Workshopping Final Projects ** no in-person class meetings this week Note: Your requirements for this week involve individual planning for your essay AND discussion with your peers (what we're deeming your 'editorial board')	Editorial Board Submission and Proposal/Outline Due: Nov. 11-12
10	Nov. 14, 16	Intro to Graphic Narrative Spiegelman, excerpt <i>In the Shadow of No Towers</i> * Lemire, excerpt from <i>Essex County</i> *	Weekly Notetaking: Group 7 In-class Activity
11	Nov. 21, 23	Confronting the Incomprehensible Selections from The Four Horsemen (video) and other sound poetry (viewed in class) Carroll, "Jabberwocky" *	Weekly Notetaking: Group 8 In-class Activity

12	Nov. 28, 30	Selections from Philip, <i>Zong!</i> * (note: you must download the .pdf vs. reading it in html; read the “Prologue” and then choose approx. 10 pages of this text to read)	Weekly Notetaking: Group 9 In-class activity Final Essay Due: Dec. 2-5
13	Dec. 5	Course Wrap-up and Review	Final Essay Due: Dec. 2-5
Take Home Exam			
Due: Friday, December 16th			

Course Policies:

Correspondence:

If you need to contact me by email, be sure to use my 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 (for the purpose of facilitating our COVID contingency plans, if necessary), 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 Oct. 1st that is submitted on Oct. 6th 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 Sept. 30-Oct. 1, then a request for an extension would need to be made by Monday, Sept. 26th). 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 (except for the in-class 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* (9th 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 / 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).

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 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).

Image Sources:

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