



# ST. JEROME'S UNIVERSITY

**St. Jerome's University in the University of Waterloo**  
*Department of Sexuality, Marriage, and Family Studies*

**SMF 204 Fall 2022**

**Introduction to human sexuality**

Time: Tuesdays and Thursdays, 1:00 to 2:20 PM

Location: SJ2 1002

## **1. INSTRUCTOR INFORMATION**

Instructor: Carl Rodrigue  
Office: SJU Sweeney Hall 2219  
Phone: 519-884-8111 x28226  
Office drop-in hours: Tuesdays and Thursdays from 8:30 to 9:30 AM and from 3:00 to 4:00 PM,  
or by appointment  
Email: [carl.rodrigue@uwaterloo.ca](mailto:carl.rodrigue@uwaterloo.ca)

## **2. COURSE DESCRIPTION**

This course provides a broad interdisciplinary overview of theories and research on human sexuality. Topics may include: Human anatomy, sexual health, sexual response cycle, sexual orientation, gender, sex work, sexual practices, fetishes and paraphilias, and attraction/intimacy/love.

*Antireq:* PSYCH 236

Sexuality is a sensitive subject. When enrolling in this course, you should know that while some sexuality-related topics may be pleasurable to address, others might illicit mild to strong reactions (e.g., discomfort, anger) and may be controversial. I ask you to be respectful of other students who participate in discussions during class or teamwork, especially if they disclose personal information. I am counting on your ability to engage in constructive dialogue with myself and others, which involves taking the time to listen to others and giving yourself the chance to change your mind. I will do my best to cultivate a respectful classroom environment conducive to learning.

### 3. COURSE OBJECTIVES

This course is a very broad introduction to the interdisciplinary scientific study of human sexuality. Material in this course is drawn from disciplines such as biology, psychology, anthropology, and sociology. However, this course approaches sexuality from a social science perspective, which means that we will concentrate on psychological, cultural, and social aspects of human sexuality. In addition to examining human sexuality from a theoretical and empirical point of view, we will discuss implications for intervention.

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

1. Recognize the extent to which human sexuality is a complex and multidimensional domain of life.
2. Understand the basic sociocultural (e.g., normative, political), relational (e.g., interactional, negotiatory), psychological (e.g., cognitive, emotional), and biological (e.g., anatomical, physiological) underpinnings of human sexuality.
3. Critically reflect upon the meaning of human sexuality for yourself and for others.
4. Critically reflect upon commonly held beliefs and discourses on human sexuality.

### 4. REQUIRED TEXTS

This course will only be using readings that are **free** to you via the University of Waterloo Library. These readings are available on Course reserves. You can find a link to Course reserves on the library homepage or on LEARN.

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

### 5. COURSE SCHEDULE

<b>Weeks, dates, and modules</b>	<b>Topics and tasks</b>
<b>INTRODUCTION</b>	
<b>Week 1</b>  September 8th	<b>Readings</b> <ul style="list-style-type: none"><li>• None</li></ul> <b>Topics</b> <ul style="list-style-type: none"><li>• Introduction to the course</li></ul>

<b>MODULE #1</b>	
<b>Historical, social, and cultural variations of sexuality</b>	
<b>Week 2</b>  September 13th September 15th	<b>Readings</b> <ul style="list-style-type: none"> <li>• Jackson, S., &amp; Scott, S. (1997). Gut reactions to matters of the heart: Reflections on rationality, irrationality and sexuality. <i>The Sociological Review</i>, 45(4), 551-575.</li> </ul> <b>Topics</b> <ul style="list-style-type: none"> <li>• A brief modern history of sexual thought</li> <li>• Modernization processes and sexuality</li> </ul>
<b>Week 3</b>  September 20th September 22nd	<b>Readings</b> <ul style="list-style-type: none"> <li>• van Anders, S. M. (2015). Beyond sexual orientation: Integrating gender/sex and diverse sexualities via sexual configurations theory. <i>Archives of Sexual Behavior</i>, 44(5), 1177-1213.</li> </ul> <b>Topics</b> <ul style="list-style-type: none"> <li>• Gender and sexual diversity</li> <li>• Relationship diversity</li> </ul>
<b>Week 4</b>  September 27th September 29th	<b>Readings</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Topics</b> <ul style="list-style-type: none"> <li>• <i>Group supervision: Critical self-reflection</i></li> <li>• <b>TEST : MODULE #1</b></li> </ul>
<b>MODULE #2</b>	
<b>Biopsychosocial foundations of sexual development and functioning</b>	
<b>Week 5</b>  October 4th October 6th	<b>Readings</b> <ul style="list-style-type: none"> <li>• Fausto-Sterling, A. (2016). On the critiques of the concept of sex: An interview with Anne Fausto-Sterling. <i>differences</i>, 27(1), 189-205.</li> <li>• Moshman, D. (2014). Sexuality development in adolescence and beyond: Commentary on Arbeit. <i>Human Development</i>, 57(5), 287-291.</li> </ul> <b>Topics</b> <ul style="list-style-type: none"> <li>• Prenatal sexual differentiation</li> <li>• Sexual development throughout the life course</li> </ul>
<b>Reading week</b> October 11th October 13th	<b>Reading week</b> <ul style="list-style-type: none"> <li>• No class</li> <li>• No class</li> </ul>
<b>Week 6</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Basson, R. (2001). Human sex-response cycles. <i>Journal of Sex &amp; Marital Therapy</i>, 27(1), 33-43.</li> </ul>

October 18th October 20th	<ul style="list-style-type: none"> <li>• Kleinplatz, P. J., Ménard, A. D., Paquet, M. P., Paradis, N., Campbell, M., Zuccarino, D., &amp; Mehak, L. (2009). The components of optimal sexuality: A portrait of “great sex”. <i>The Canadian Journal of Human Sexuality</i>, 18(1-2), 1-13.</li> </ul> <b>Topics</b> <ul style="list-style-type: none"> <li>• Models of sexual response</li> <li>• <b>DEADLINE : CRITICAL SELF-REFLECTION</b></li> <li>• Sexual functioning</li> </ul>
<b>Week 7</b> October 25th October 27th	<b>Readings</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Topics</b> <ul style="list-style-type: none"> <li>• <i>Group supervision #1: Popular article critique</i></li> <li>• <b>TEST : MODULE #2</b></li> </ul>
<b>MODULE #3</b> <b>Interpersonal relationships involving sexuality</b>	
<b>Week 8</b> November 1st November 3rd	<b>Readings</b> <ul style="list-style-type: none"> <li>• Ogolsky, B. G., Monk, J. K., Rice, T. M., Theisen, J. C., &amp; Maniotes, C. R. (2017). Relationship maintenance: A review of research on romantic relationships. <i>Journal of Family Theory &amp; Review</i>, 9(3), 275-306.</li> </ul> <b>Topics</b> <ul style="list-style-type: none"> <li>• Relationship functioning</li> <li>• Dimensions and processes of relationship functioning</li> </ul>
<b>Week 9</b> November 8th November 10th	<b>Readings</b> <ul style="list-style-type: none"> <li>• Piazzesi, C. (2022). Towards a sociological understanding of love: Insights from research. <i>Philosophy Kitchen-Rivista di filosofia contemporanea</i>, 16, 87-102.</li> </ul> <b>Topics</b> <ul style="list-style-type: none"> <li>• Meaning structures of relationships</li> <li>• Relationship domains</li> </ul>
<b>Week 10</b> November 15th November 17th	<b>Readings</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Topics</b> <ul style="list-style-type: none"> <li>• <i>Group supervision #2: Popular article critique</i></li> <li>• *Topic of your choice* To be chosen on November 1st</li> </ul>
<b>MODULE #4</b> <b>Sexual problems</b>	
<b>Week 11</b>	<b>Readings</b>

November 22nd November 24th	<ul style="list-style-type: none"> <li>• Joyal, C. C., Cossette, A., &amp; Lapierre, V. (2015). What exactly is an unusual sexual fantasy?. <i>The Journal of Sexual Medicine</i>, 12(2), 328-340.</li> <li>• Muehlenhard, C. L., Humphreys, T. P., Jozkowski, K. N., &amp; Peterson, Z. D. (2016). The complexities of sexual consent among college students: A conceptual and empirical review. <i>The Journal of Sex Research</i>, 53(4-5), 457-487.</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Sexual disorders and dysfunctions</li> <li>• Consent and sexual violence</li> </ul>
<b>Week 12</b>  November 29th December 1st	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Klein, V., Brunner, F., Grabowski, M., &amp; Turner, D. (2021). Stigma surrounding sexually transmitted infections among medical students in Germany. <i>The Journal of Sex Research</i>, 58(1), 129-136.</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• <b>Group supervision #3: Popular article critique</b></li> <li>• A biological and epidemiological perspective on sexually transmitted infections</li> </ul>
<b>Week 13</b>  December 6th  <b>Final exam period</b> *To be determined	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• A psychosocial perspective on sexually transmitted infections</li> <li>• <b>DEADLINE: POPULAR ARTICLE CRITIQUE</b></li> <li>• <b>FINAL TEST: MODULES #3 AND #4</b></li> </ul>

University students are generally expected to devote 8-10 hours per week per course (inclusive of lectures [3 hours], readings, studying, and completing assessments). Thus, a reasonable amount of time for this course is approximately 8-10 hours/week.

## 6. COURSE REQUIREMENTS AND ASSESSMENT

### 6.1 Assessment schedule (in chronological order)

Assessments	Dates	Weighting
Test: Module #1	September 29th	10%
Individual paper: Critical self-reflection	October 18th	15%
Test: Module #2	October 27th	15%
Group paper: Popular article critique	Various	30%
Group supervision #1 Deliverable	October 25th	1%

Group supervision #2 Deliverable	November 15th	2%
Group supervision #3 Deliverable	November 29th	2%
Final paper	December 6th	25%
Final test: Modules #3 and #4	To be determined	30%

## 6.2 Assessment description

### Tests

Instead of one mid-term test and one final test, I decided to split the mid-term into two shorter tests. The first test will focus on Module #1, the second test will focus on Module #2, and the final test will focus on Modules #3 and #4. This way, you will have the chance to get accustomed to the format of the tests and learn from your mistakes without them having too much of an impact on your grades.

Each test is open-book, which means that you may have access to your notes and course materials. Each test will be held in class. Questions will be designed in various formats, including true or false, multiple choice, and multiple true or false questions.

### Papers

Papers must be formatted according to APA 7<sup>th</sup> edition guidelines:

- American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Information on these guidelines is freely available online:

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

An example of a formatted paper will be made available on LEARN.

### *Individual paper – Critical self-reflection*

Individually, you will write a three- to-four-page personal essay in which you will critically reflect on your views, personal and professional interests, and biases towards human sexuality. You will also reflect on how your positions on human sexuality may influence your professional practice (if relevant, or your interventions with people in your personal network). Instructions and the correction sheet for this paper are provided on LEARN.

### ***Group paper – Popular article critique***

In groups of three to four people, you will write a six- to-eight-page critique of a popular article (e.g., newspaper article, blog post) on a sexuality-related topic. The instruction and correction sheet for this paper are provided on LEARN.

The final paper is worth 25% of the final grade. However, during the three supervision sessions, you will have to produce deliverables and show them to me in class. In total, deliverables are worth 5% of the final grade and will be explained in class:

- Group supervision #1: Finding at least three popular articles of interest (1%)
- Group supervision #2: Showing a content outline in bullet points (2%)
- Group supervision #3: Showing a draft version of the paper with targeted questions (2%)

Points for deliverables will be provided individually for each team member. The conditions to receive points are as follows:

- The requested task must be completed by the team.
- The team member must be present in class (or online, using a team member's computer) at the supervision session.
  - Only team members that are present will receive points.
  - If a team member is absent, in order to receive points, they must email me before the supervision session, provide a valid reason for their absence, provide a brief description of their contribution to the deliverable, and put every team member in cc on the email.

### **6.3 Bonus credits: SONA participation and research experience marks information and guidelines**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades; participation in research through online remotely operated and In Lab studies, as well as article review; are described below. Students may complete any combination of these options to earn research experience grades. For Fall 2022,

credits will be permitted to be earned with half from online, and the other half (1.5) from In-lab or Remote Access studies.

### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated, In Lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

#### ***How to earn extra marks for your Psychology course(s) this term by participating in studies ...***

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.

#### ***Educational focus of participation in research***

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in remotely operated (counts as the same as in-lab) studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

#### ***How to participate?***



**Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.**

**For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:**

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.\*\*\**

More information about the REG program in general is available at: [Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage](#) for additional information.

## **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

## 7. RULES FOR GROUP WORK IN ASSIGNMENTS

When working on a group assignment, a [Group Assignment Checklist](#) must be completed and submitted with the assignment.

## 8. COVID-19 MANAGEMENT AND CONTINGENCY PLANS

### 8.1 Student COVID-19 cases

- Students should be instructed not to come to class or other in-person activities if they are experiencing COVID-19 symptoms or are required to self-isolate.
- In the event of absence due to influenza-like illness or required self-isolation, students shall submit an Illness Self-declaration. Students can find the Illness Self-declaration form in the Personal Information section of Quest. A doctor's note for accommodation is not required. Direct students to contact the COVID-19 Support and Advice line to report their illness.
- If students cannot attend classes due to self-isolation, accommodations will be arranged, such as the ability to attend classes online in a synchronous format.

### 8.2 Alternate arrangements due to COVID-19-related cancellations of in-person classes

- **Short-term and longer-term cancellation of in-person classes, whether for the particular course or University-wide:** Lectures will be held online in an asynchronous format and made available on LEARN. Supervision sessions will be held online in a synchronous format during usual class hours.
- **Cancellation of in-person tests:** Tests will be re-scheduled at a later date. They will be held during usual class hours. Any lecture that has been replaced by examinations will be held online in an asynchronous format and made available on LEARN.

## 9. ATTENDANCE POLICY

If you miss a class, you are responsible for obtaining notes and information from the missed lecture (e.g., from another student). Other than clarification or elaboration questions, I will not "re-teach" if you miss material.

Ideally, you should arrive a few minutes in advance to class. Arriving late disturbs everyone.

## 10. POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

Any assignment submitted after the due date/time will be subject to a 5% penalty per day (including weekends), except under documented grounds for compassionate consideration.

Time starts to run as soon as the assignment misses said date and time. Assignments will not be accepted after 10 days past the original due date (unless you have made arrangements with me directly). Any assignment submitted after this cut-off will receive a grade of zero (0).

If you need a rescheduling of course assessments for legitimate medical, religious, or compassionate reasons, it is your responsibility to inform me prior to the deadline or exam session. You must provide acceptable documentation to support such reasons (e.g., official letter from a physician or a therapist). Those who were ill who contact me after the deadline or exam session will generally not be granted a rescheduling unless the illness incapacitated them, i.e. making it impossible for the student to contact me prior to the deadline or exam session.

Telephone calls from a health care provider are not acceptable to warrant a missed examination. Paper documentation is required. A non UW-Health Services note must contain the same information that is available on the UW Health Services Illness Verification form. See the following link for instructions: <https://uwaterloo.ca/campus-wellness/health-services/student-medical-clinic/verification-illness-services>

If you feel that you have a medical or personal problem that is interfering with your work or has the possibility to interfere with your work (e.g., chronic, recurring stress-induced migraines; anxiety; stress-induced allergies; medication that is impeding studying), you should contact me or your academic advisor (and/or Accessibility Services Office) as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered (from the University of Waterloo website: if a student completes an exam while ill, the grade stands). Making an instructor aware of pre-existing conditions prior to a request for accommodation based on that condition is a wise course of action.

## **11. CORRESPONDENCE**

When emailing me, you should include “SMF 204” in the subject line along with indication regarding the email (e.g., “SMF 204 : Question on individual paper”). You should use your UWaterloo email address to do so, since hotmail accounts sometimes delay routing of the messages or simply do not deliver messages. You should begin an email with an appropriate salutation (e.g., “Hi!”) and end it with an appropriate closing (e.g., “Thank you!”). You should end the email with your given and last names, and student number.

Also, please note:

- I will usually respond to your email within 48 hours, excluding weekends. If you have not heard from me within 48 hours, please resend your email. Beware of last-minute requests:

I cannot guarantee that I will be able to respond in time. Starting your assignments in advance is a good way to prevent such an issue.

- Before asking me about the course schedule, course content, and assessments, you should go through the syllabus.
- Do not email me to ask when the grades will be posted. All you need to know is that I endeavour to complete the grading as quickly as possible.

## 12. ELECTRONIC DEVICE POLICY

In the spirit of creating a respectful classroom environment conducive to learning, I ask that you restrict your laptop and smartphone use to classroom activities such as notetaking, accessing LEARN, etc. to avoid distracting the people around you. Please turn your phones to off or silent. In a shared learning environment, messaging, tweeting, googling, watching videos, emailing, etc. are distracting to other students and to myself. Your respectful consideration of others is very much appreciated.

## 13. GRADING SYSTEM

Assigned Letter Grades	Percentage Values	Average Calculation Values
A+	90-100	95
A	85-89	89
A-	80-84	83
B+	77-79	78
B	73-76	75
B-	70-72	72
C+	67-69	68
C	63-66	65
C-	60-62	62
D+	57-59	58
D	53-56	55
D-	50-52	52
F+	42-49	46
F	35-41	38
F-	0-34	32

## 14. IMPORTANT DATES TO REMEMBER

Copied from the U Waterloo website: [https://uwaterloo.ca/registrar/important-dates/list?academic\\_term=50&academic\\_year=266&audience=202&date=All&page=1](https://uwaterloo.ca/registrar/important-dates/list?academic_term=50&academic_year=266&audience=202&date=All&page=1)

<b>Title</b>	<b>Description</b>	<b>Date</b>
Classes begin	Laurier may have a different schedule - visit their website for applicable start dates.	Sep 7, 2022
Reserves removed	Reserves on most classes will be removed on this date, opening remaining spaces to all students. See Schedule of Classes for spaces.	Sep 14, 2022
Add Period ends	Last day to add a class. See how to add or swap classes in Quest.	Sep 20, 2022
Last day to drop a class from the academic record	The Drop Period ends. Classes dropped prior to or on this day will be removed from the academic record. See how to drop a class in Quest.	Sep 27, 2022
Tuition and fee refund deadline - 100%	See Student Financial Services website.	Sep 27, 2022
Drop with WD begins	WD (Withdrew, no credit granted) grade assigned for class(es) dropped during this period.	Sep 28, 2022
Reading Week	All classes cancelled; offices closed on the weekends and the holiday Monday.  Undergraduate students: view the Undergraduate Studies Academic Calendar for more details. Graduate students: view the Graduate Studies Academic Calendar for more details.	Oct 8, 2022 to Oct 16, 2022
Thanksgiving Day	All classes cancelled and offices closed.	Oct 10, 2022
University closure	All offices are closed for an employee Thank You Day.	Oct 11, 2022
Convocation - fall 2022	Visit the Convocation website for details.	Oct 21, 2022 to Oct 22, 2022

Tuition and fee refund deadline - 50%	See Student Financial Services website.	Oct 25, 2022
Drop with WD ends	Last day to drop a class and receive a WD (Withdrew, no credit granted) grade.	Nov 22, 2022
Drop with WF begins	WF (Withdrew/Failure, no credit granted, value 32) grade assigned for class(es) dropped during this period.  <b>Engineering students:</b> Visit course load and withdrawal in the Undergraduate Calendar for specific regulations.	Nov 23, 2022
Classes end	Laurier may have a different schedule - visit their website for applicable end dates.	Dec 6, 2022
Pre-examination study days		Dec 7, 2022 to Dec 8, 2022
Drop with WF ends	Last day to drop a class without a petition and receive a WF (Withdrew/Failure, no credit granted, value 32) grade.	Dec 8, 2022
Final examinations begin	First day of the final examination period.	Dec 9, 2022
Examinations on Sunday	Final examinations can be held on this day for the fall 2022 term.	Dec 11, 2022
Co-operative work term ends	Actual dates may vary depending on employer or student requirements.	Dec 23, 2022
Final examinations end	Last day of the final examination period.	Dec 23, 2022
University holiday closure	No classes and offices closed.	Dec 24, 2022 to Dec 31, 2022
Grades begin to appear in Quest	Registered students can view their unofficial term grades in Quest. Note: Not all grades will be available on this date.	Dec 24, 2022
Standing decisions and official grades are available in Quest	Registered students can view their official and complete term grades, along with academic standing, in Quest.	Jan 19, 2023

## 15. OTHER IMPORTANT INFORMATION

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

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on [Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, 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 their actions. Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on [Student Discipline](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on [Student Appeals](#).

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

## 16. OTHER STATEMENTS

### A. MENTAL HEALTH SERVICES

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

On Campus:

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655

- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

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 x6880
- **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 x213

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

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

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

## **B. TERRITORIAL ACKNOWLEDGEMENT**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. St. Jerome's University is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

## **C. CHOSEN/PREFERRED NAME**

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into [WatIAM](#).

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](#).

Important notes:

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.



## **D. INTELLECTUAL PROPERTY**

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

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

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