



# ST. JEROME'S UNIVERSITY

**St. Jerome's University in the University of Waterloo**  
Department of Sexuality, Marriage, and Family Studies (SMF)  
SMF 207: Parents, Children, and Family Relations  
Winter 2021  
Asynchronous Learning (all on LEARN)

## **INSTRUCTOR INFORMATION**

Instructor: Angela Underhill

Student Drop-in Hours: Mondays via Zoom from 1:00 p.m. – 2:00 p.m. or by appointment

Email: [aunderhi@uoguelph.ca](mailto:aunderhi@uoguelph.ca)

## **WELCOME AND COMMUNICATION**

WELCOME TO SMF 207! I am thrilled that you are taking this class, although I do wish we could gather (safely) in person. Let's do our best to stay in touch this term. The best way to reach me this term is via email (see above), or through the Ask the Instructor discussion board. I will also be holding student drop-in hours via Zoom every Monday and welcome anyone to 'stop by'. Since these will be by Zoom, anyone may pop in at the same time. This will be great for general course questions or for assignment questions. You are also welcome to email me to arrange a mutually convenient time to meet with me one-on-one if you need time to discuss private matters and/or are unable to see me during drop-in hours. My whole job is to support you this term, so please know I am very happy to 'meet'!

I will respond to emails within 24 business hours (i.e., Monday to Friday), and at other times when I am able. If you haven't heard from me within 24 hours during the business week, please resend your email in case I didn't receive it. Always use your UWaterloo email address when reaching out.

Please contact me if you are having medical/psychological/personal concerns that are compromising your ability to complete the course successfully. Informing me of these concerns earlier, rather than later in the course generally allows for more options.

## **MENTAL HEALTH SERVICES**

We are all human, and we all need support sometimes – I think now more than ever. For your convenience, please refer to the list below for a list of mental health services.

On Campus

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

- MATES: peer support program offered by Federation of Students (FEDS) and Counseling Services.
- Health Services Emergency service: across the creek from the Student Life Centre and across the street from St. Jerome's University.

#### 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. Extended Assessment Unit Phone: 519-749-4300 x6880.
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247.
- OK2BME: Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222.

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

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

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

### **COURSE DESCRIPTION**

This course examines parent-child relationships from a broad interdisciplinary perspective. Topics may include parenting practices, voluntary childlessness, the transition to parenthood, parental separation, gay and lesbian parenting, and care of aging parents.  
Prerequisite: SMF 101, or previous SMF 206.

### **COURSE OVERVIEW**

This course provides an interdisciplinary perspective of parent, child and family relations over the lifespan, drawing on family studies, psychology, social psychology, sociology and more. The course is comprised of recorded lectures, readings, multimedia resources, online discussions, and other activities in order to 1) orient you to the language(s) of various historical, psychological, sociological, anthropological and cultural theories of parent and child relations and families, 2) facilitate the critical thinking that is required for reading and critiquing research literature, and 3) being to apply theories in a variety of ways.

One of the cornerstones of this course is the opportunity to raise a Virtual Child from birth to age 18, allowing you to consider and apply your own parenting philosophies and relate your experiences and decisions of virtual parenting to the course readings and lecture materials. Participating in My Virtual Child (MVC) is designed to give you some insights into the extent of the challenges and choices that parents face. There is no expectation that people enrolled in this course must or will become parents, but rather that we all develop compassion, insights, and understanding for caregiving roles and the work they entail so we can apply this as citizens and as professionals that work with families and children. Even if you do not work directly with parents and children, your future colleagues and/or friends will likely appreciate your understanding and empathy on these topics.

## COURSE OBJECTIVES

This course has been designed so that you will be able to:

- Summarize and understand theories of childrearing.
- Describe and analyze social, cultural and socio-economic influences on parents and children and the impact on childrearing and development across the life span.
- Describe and analyze various family formations and their strengths and challenges.
- Apply critical thinking and self-reflective skills (written, oral, and/or otherwise) to the analysis of parenting theory and practice.
- Engage in raising a Virtual Child from birth to 18 years to learn about the impact of parenting practices and other socio-economic factors on child development and socialization.
- Articulate the bidirectional process of the parent-child relationship.
- Continue to develop academic writing skills by 1) effectively utilizing academic sources in your assignments as part of your analysis, and 2) demonstrating high APA compliance when referencing.

## REQUIRED TEXTS [AND OTHER REQUIRED/SUGGESTED RESOURCES]

- **TEXTBOOK:** Bigner, J.J. & Gerhardt, C. (2019). Parent-Child Relations: An Introduction to Parenting. New York: Pearson. (Available through the bookstore in both hard copy and EBook)
- **\*\*MY VIRTUAL CHILD (NO Textbook):** Available through the Bookstore Website (ISBN 9780205690336)
- **NOTE:** The Book Store offers a PACKAGE DEAL that includes the textbook and the My Virtual Child program. If you purchase this package, you do not need to buy the other textbook or My Virtual Child program on top of this.
- **\*\*In lieu of completing the My Virtual Child activities (see below), students may choose the NO COST option of 3 papers**

## COURSE REQUIREMENTS AND ASSESSMENT

Assessments	Date of Evaluation	Weight
<b>Parenting/Caregiving Wellness Log and Discussions</b>	3 parts: Log, Discussion 1, Discussion 2	<b>15%</b>
<b>Log</b>	Ongoing process Final log: Sunday, Apr. 11 by 11:59 pm in Dropbox	5%
<b>Discussion 1</b>	Weeks 01 – 02 (Jan. 11 – 24)	5%
<b>Discussion 2</b>	Weeks 11 – 12 (Mar. 29 – Apr. 11)	5%

<b>My Virtual Child Simulation (MVC)</b>	<b>3 Assignments</b>	<b>55%</b>
MVC#1 (Infancy, Toddler, Preschooler)	Sunday, Feb. 28 <sup>th</sup> by 11:59 p.m. in Dropbox	(10%)
MVC#2 (Middle Childhood)	Sunday, Mar. 21 <sup>st</sup> by 11:59 p.m. in Dropbox	(20%)
MVC#3 (Adolescence)	Sunday, Apr. 11 <sup>th</sup> by 11:59 p.m. in Dropbox	(25%)
<b>OR No Cost Alternative to MVC</b>	<b>See below for details; due dates align with MVC paper due dates Deadline to inform instructor: Jan. 18</b>	<b>(55%)</b>
<b>Cumulative 'Scrapbook' Assignment</b>	Ongoing process  Final 'Scrapbook': Sunday, Apr. 17 by 11:59 pm in Dropbox	<b>30%</b>
		<b>100%</b>

**PARENTING/CAREGIVING WELLNESS LOG AND DISCUSSIONS (15%; GRADE BREAKDOWN IN ABOVE TABLE)**

As noted above, most (if not all) students in the class will be participating in a 'parenting/caregiving' exercise; even for those who do not, you will be learning about the caregiving process and the importance of self- and collective-care (and resources). This exercise will have you participate in two discussions alongside fun activities each week (chosen by you!) that you will document. Whether or not you complete the weekly fun activities is up to you; the discussions and log documenting the process will be what is graded. The complete details for the Parenting/Caregiving Wellness Log and Discussions are contained in a separate document and posted on LEARN.

**MY VIRTUAL CHILD (MVC) ASSIGNMENTS (55%; GRADE BREAKDOWN IN ABOVE TABLE)**

The complete details and questions for these assignments are contained in a separate document and posted on LEARN.

There will be THREE assignments related to the MVC online simulation and the material in the text, readings, lectures and other course material that we will be covering. I have aimed to time these assignments so that we can cover the material in a timely fashion and leave you sufficient time to complete the assignments. Raising your virtual child and being able to integrate your course learning as part of your analysis is a critical aspect to successful completion of this course. You demonstrate this integration through appropriate use of citations (APA).

All assignments are to be submitted on the noted due date by 11:59 p.m. in Dropbox.



### **NO COST OPTION TO MY VIRTUAL CHILD: THREE RESEARCH PAPERS**

In accordance with [UW Guidelines Pertaining to Learning Resources and Field Trips](#) students are NOT required to make any purchase for a course where the item is over \$50 or worth more than 20% of the student's grade. Although the MVC assignments have received approval from the SJU Acting Dean as well as the Associate Vice-President at the University of Waterloo, these assignments exceed the 20% threshold and therefore students have the option of completing alternative assignments that do NOT involve any cost.

First, please contact me privately if the cost of MVC is prohibitive – there may be some ways I can help. One option we can explore is whether some students can work together as “parents” to share the cost of the program. Write-ups for the assignments would be done individually, but the parenting can be shared. This has been done very successfully in the past. Some students have done this in the past and found they have had more to reflect on (differences in values when making decisions!), so this can be a really fun, insightful option.

For those students who wish a NO COST option you may choose to complete THREE (3) written research papers that will carry the same percentage weight and due dates as the MVC assignments (your topic will be discussed with the professor). You will write three research papers on each of the age groupings profiling: infancy, toddler & preschool (Birth – 5 years), school age (6-11), and adolescence (12-18). Each paper is expected to provide an accurate and illustrative understanding of parenting at each of these stages. Each paper must be 4-5 pages, double-spaced, 12 pt Times New Roman font, and include 3 academic references (one of which is the course textbook, and two of which are journal articles, academic book chapters, or other assigned readings). Each paper must conform to APA citation and referencing.

**YOU MUST notify me by email by January 18th of your decision to elect the research paper option.** We will then arrange to connect and discuss the alternate assignment details.

### **FINAL 'SCRAPBOOK' ASSIGNMENT (30%)**

The complete details for this assignment are contained in a separate document and posted on LEARN. **I highly recommend that you work on this throughout the whole term.** After completing the course material each week, I suggest you make notes, collect materials (such as images, social media posts, etc.), and/or draft what you would like to include in the scrapbook; then, when you return to complete the assignment at the end of the term, you will be able to easily assemble your ideas and polish them. This 'scrapbook' will document your learnings, reflections, and critiques through the term, and offer synthesis and critical analysis of the course material in an intellectual and professional manner. The 'scrapbook' can come in any form you wish: an actual virtual scrapbook with pictures/tweets/memes/etc. paired with written reflections connecting the material to the course; blog posts; short, written records of

your responses to the course material; vlogs; recorded presentations; a combination of some or all of the above; etc. **Please reach out to me to discuss your ideas if you are feeling any apprehension about how to approach the assignment.** This is meant to be a creative exercise that will enable you to summarize, critique, and apply your learning.

### **COURSE SCHEDULE**

Readings are primarily from the Bigner & Gerhardt text and additional readings may be made available through LEARN/Course Reserves via LEARN (found under the heading “Library Resources”). The outline below is a preliminary list of the readings. I will continue to add readings, podcasts, videos, etc. as we progress through the course and want to explore new themes and territory. You are responsible for all material that is assigned in this course. All material will be posted to the week it is assigned on the Monday of each week (under Table of Contents -> Week xx). I will post an item in the Announcements section of LEARN to alert students about updates. I suggest that everyone subscribe to the Announcements to receive these updates directly to their email.

This syllabus may be subject to change at the discretion of the instructor (e.g., some topics may come up that require further attention in a future week).



# ST. JEROME'S UNIVERSITY

Week	Topics	Assigned Readings/Content	Notes/Action Items
1: Jan. 11 – Jan. 17	<ul style="list-style-type: none"><li>Welcome!</li><li>Introduction to the course</li><li>The Evolving Context of Parenting</li></ul>	<ul style="list-style-type: none"><li>Week 01 Content</li><li>Syllabus</li><li>All assignment instructions (see LEARN)</li><li>Bigner &amp; Gerhardt: Ch. 1</li></ul>	<ol style="list-style-type: none"><li>Complete “Help your instructor...” survey <b>by 11:59 pm Jan. 15</b></li><li>Purchase MVC code (online via UW bookstore), sign in and complete preliminaries – welcome to virtual parenthood! ALTERNATELY, if you are opting for the no cost assignments in lieu of MVC, please <a href="#">email Angela</a> <b>by Jan. 18</b> to notify her</li><li><b>DEADLINE:</b> Start Parenting Wellness Discussion 1 (Open!)</li></ol>
2: Jan. 18 – Jan. 24	<ul style="list-style-type: none"><li>Parenting Approaches</li></ul>	<ul style="list-style-type: none"><li>Week 02 content on LEARN</li><li>Bigner &amp; Gerhardt: Ch. 2</li><li>Read Pediatric Statement (<a href="#">click here</a>)</li></ul>	<ol style="list-style-type: none"><li>Begin Parenting Wellness Log &amp; prepping scrapbook</li><li><b>DEADLINE:</b> Complete Parenting Wellness Discussion 1 (Closes Jan. 24)</li></ol>
3: Jan. 25 – Jan. 31	<ul style="list-style-type: none"><li>Historical &amp; Cultural Approaches</li><li>Theoretical Perspectives on Parent-Child Relations</li></ul>	<ul style="list-style-type: none"><li>Week 03 content on LEARN</li><li><b>(OPTIONAL)</b> Bigner &amp; Gerhardt: Ch. 3</li><li>Bigner &amp; Gerhardt: Ch. 4</li></ul>	<ol style="list-style-type: none"><li>Continue Parenting Wellness Log &amp; prepping scrapbook</li></ol>
4: Feb. 1 – Feb. 7	<ul style="list-style-type: none"><li>Parenting: Rights and Responsibilities</li><li>Transition to Parenthood</li></ul>	<ul style="list-style-type: none"><li>Week 04 content on LEARN</li><li><b>(OPTIONAL)</b> Bigner &amp; Gerhardt: Ch. 5</li><li>Bigner &amp; Gerhardt: Ch. 6</li></ul>	<ol style="list-style-type: none"><li>Continue Parenting Wellness Log &amp; prepping scrapbook</li></ol>
5: Feb. 8 – Feb 12	<ul style="list-style-type: none"><li>Parenting Infants and Toddlers</li></ul>	<ul style="list-style-type: none"><li>Week 05 content on LEARN</li><li>Bigner &amp; Gerhardt: Ch. 7</li></ul>	<ol style="list-style-type: none"><li>Continue Parenting Wellness Log &amp; prepping scrapbook</li><li><b>RECOMMENDED DEADLINE:</b> upon completing the course content up until this point (incl. ch. 1-7), raise your virtual baby to 3 years and begin MVC#1</li></ol>
<b>READING WEEK FEBRUARY 13 – FEBRUARY 21 (ENJOY!)</b>			

\*Adapted from Dr. Denise Whitehead's Winter 2019 Version

Week	Topics	Assigned Readings/Content	Notes/Action Items
6: Feb. 22 – Feb. 28	<ul style="list-style-type: none"> <li>Parenting Preschoolers (3-5 years)</li> </ul>	<ul style="list-style-type: none"> <li>Week 06 content on LEARN</li> <li>Bigner &amp; Gerhardt: Ch. 8</li> </ul>	<ol style="list-style-type: none"> <li>Complete assigned course content and raise your virtual child to 4 years, 11 months</li> <li><b>DEADLINE:</b> MVC #1: Infants, Toddlers &amp; Preschoolers DUE Feb. 28 by 11:59 p.m. in Dropbox</li> <li>Continue Parenting Wellness Log &amp; prepping scrapbook</li> </ol>
7: Mar. 1 – Mar. 7	<ul style="list-style-type: none"> <li>Special Topic (Student Choice)</li> </ul>	<ul style="list-style-type: none"> <li>Week 07 Content on LEARN</li> </ul>	<ol style="list-style-type: none"> <li>Continue Parenting Wellness Log &amp; prepping scrapbook</li> </ol>
8: Mar. 8 – Mar. 14	<ul style="list-style-type: none"> <li>Parenting in Middle Childhood</li> </ul>	<ul style="list-style-type: none"> <li>Week 08 Content on LEARN</li> <li>Bigner &amp; Gerhardt: Ch. 9</li> </ul>	<ol style="list-style-type: none"> <li>Continue Parenting Wellness Log &amp; prepping scrapbook</li> <li><b>RECOMMENDED DEADLINE:</b> complete assigned course content and raise your virtual child to 11 years, 11 months. Begin MVC#2</li> </ol>
9: Mar. 17 – Mar. 21	<ul style="list-style-type: none"> <li>Parenting Adolescents</li> </ul>	<ul style="list-style-type: none"> <li>Week 09 Content on LEARN</li> <li>Bigner &amp; Gerhardt: Ch. 10</li> </ul>	<ul style="list-style-type: none"> <li><b>DEADLINE:</b> MVC #2: Middle Childhood DUE Mar. 21 by 11:59 p.m. in Dropbox</li> <li>Continue Parenting Wellness Log &amp; prepping scrapbook</li> <li><b>RECOMMENDED DEADLINE:</b> complete assigned course content (and MVC #2), then raise your virtual child to 18 years. Begin MVC #3</li> </ul>
10: Mar. 22 – Mar. 28	<ul style="list-style-type: none"> <li>Family Composition and Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Week 10 Content on LEARN</li> <li>Bigner &amp; Gerhardt: Ch. 11</li> </ul>	<ol style="list-style-type: none"> <li>Continue Parenting Wellness Log &amp; prepping scrapbook</li> <li><b>RECOMMENDED DEADLINE:</b> complete MVC #3</li> </ol>
11: Mar. 29 – Apr. 4	<ul style="list-style-type: none"> <li>Blended and Intergenerational Family Systems</li> </ul>	<ul style="list-style-type: none"> <li>Week 11 Content on LEARN</li> <li>Bigner &amp; Gerhardt: Ch. 13</li> </ul>	<ol style="list-style-type: none"> <li>Continue Parenting Wellness Log &amp; prepping scrapbook</li> <li><b>DEADLINE:</b> Start Parenting Wellness Discussion 2 (Open!)</li> </ol>
12: Apr. 5 – Apr. 11	<ul style="list-style-type: none"> <li>Toward Better Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Week 12 Content on LEARN</li> <li>Bigner &amp; Gerhardt: Ch. 15</li> </ul>	<ol style="list-style-type: none"> <li><b>DEADLINE:</b> MVC #3: Adolescence DUE Apr. 11 by 11:59 p.m. in Dropbox</li> <li><b>DEADLINE:</b> Parenting Wellness Log DUE Apr. 11 by 11:59 pm in Dropbox</li> <li><b>DEADLINE:</b> Complete Parenting Wellness Discussion 2</li> </ol>
EXAM PERIOD		Final Scrapbook Activity	<b>DEADLINE:</b> Final Scrapbook DUE Apr. 17 at 11:59 pm





## **POLICY ON LATE WORK, MISSED ASSIGNMENTS**

There will be a grace period of 48 hours for all assignments submitted to the Dropbox (with the exception of the final scrapbook). This means if your assignment is due on a Sunday at 11:59 pm, you may submit it up until the following Tuesday at 11:59 pm without penalty. Please do not email the instructor for this; just submit it within the 48 hours. All assignments are due in Dropbox on the date and time noted in the syllabus. Any assignment submitted after the Dropbox due date/time will be subject to a 5% penalty per day (including weekends) EXCEPT under documented grounds for compassionate consideration. Time starts to run as soon as the paper misses the date AND time following the grace period. Assignments submitted 14 days late or more without documented grounds will receive a grade of zero EXCEPT under documented grounds for compassionate consideration.

## **RECEIPT OF GRADES**

With the exception of the final assignment, all grades will be posted within two weeks following an assignment deadline and/or submission (whichever is later). After you receive a grade on LEARN, please review your feedback. If you have questions or concerns, please wait 24 hours following the release of grades to contact the course instructor. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

## **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.]

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as his or her own, may experience disciplinary action in the form of academic penalties.

In order to avoid plagiarism, a student must adhere to the following procedures:

1. Every statement of fact not generally known, and every opinion which is not arrived at independently, requires a reference to the literature being used.
2. All direct quotations (i.e., text taken directly from the source) must be in quotation marks, or if a certain length (e.g., 40 words or more) must be indented and single-spaced. Students should use direct quotations sparingly, as they do not adequately demonstrate understanding of the material.
3. Every quotation requires a reference, including page number.
4. In summarizing another person's words, a student would need to use different words and change the sentence structure of the original statements. Such paraphrases must also, of course, be referenced (but no page numbers).

PLEASE NOTE: Professors are required to report suspected cases of plagiarism to the appropriate Dean's office for investigation and, if guilty, an assessment of penalty. Proper APA referencing and appropriate use of quotation marks often goes a long way in avoiding plagiarism.

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

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Discipline\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties, check the Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

**Appeals:** A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (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, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Appeals\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf).

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

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

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

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

### **Turnitin**

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.