



# ST. JEROME'S UNIVERSITY

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

## **SMF 207: Parents, Children, and Family Relations (W23)**

Mondays & Wednesdays 10 to 11:20 a.m.

SJ2 1002

### **INSTRUCTOR INFORMATION**

**Instructor:** Dr. Denise Whitehead (pronouns: she/her)

**Denise's Office:** Sweeney Hall Room 2217

**Email:** [denise.whitehead@uwaterloo.ca](mailto:denise.whitehead@uwaterloo.ca)

**Meeting times:** Immediately after class for 15 minutes for quick questions.

Other times may be arranged by emailing Denise ([denise.whitehead@uwaterloo.ca](mailto:denise.whitehead@uwaterloo.ca)). Please suggest 2 or 3 times that might work for you when asking for an appointment.

### **WELCOME AND COMMUNICATION**

WELCOME TO SMF 207!

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

Emails will be responded to within 24 business hours (i.e., Monday to Friday), and at other times when your instructor is able. If you haven't heard back from your instructor within 24 hours during the business week, please resend your email in case it was not received or became buried in my inbox. Please use your UWaterloo email address when reaching out.

Please contact me/come to see me if you are having medical/psychological issues that are compromising your ability to complete the course successfully. Generally, tackling these issues earlier, rather than later in the course, allows for more options.

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

## **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 lectures, readings, multimedia resources, and other activities to

- 1) orient you to the language(s) of various historical, psychological, sociological, anthropological, cultural, and critical theories of parent and child relations and families;
- 2) facilitate the critical thinking that is required for reading and critiquing research literature, and;
- 3) enable you 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 My 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. 180-Day E-Text available through the UW bookstore website (\$49.99)
- **MY VIRTUAL CHILD\*\*** (You must purchase an Access Code Available through the UW bookstore website (\$39.99)
- **\*\*In lieu of completing the My Virtual Child activities** (see details below), students may choose the **NO COST** option of 3 papers.

**LEARN:** The LEARN D2L platform is critical to completing this course. You are encouraged to become **highly** familiar with how to access content, lectures, and access information to assist you in completing the assessments. LEARN also serves as the main centre for me to keep in touch with all of you. I will post reminders, updates and other little items that catch my attention to share with you. Please access the course daily to stay current.

## COURSE REQUIREMENTS AND ASSESSMENT

This syllabus may be subject to change at the discretion of the instructor

Assessments	Date of Evaluation	Weight
<b>My Virtual Child Simulation (MVC)</b>	<b>3 Assignments</b>	<b>50%</b>
MVC#1 (Infancy, Toddler, Preschooler)	Tuesday, Feb. 28 <sup>th</sup> by 11:59 p.m. in Dropbox	10%
MVC#2 (Middle Childhood)	Sunday, March 26 <sup>th</sup> by 11:59 p.m. in Dropbox	20%
MVC#3 (Adolescence)	Sunday, April 16 <sup>th</sup> by 11:59 p.m. in Dropbox	20%
<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. 31</b>	<b>50%</b>
<b>In class reflections</b>	<b>5 x 1% (see details below)</b>	<b>5%</b>
<b>Tests x 2</b>	Test #1 (25%) + Test #2 (20%)	<b>45%</b>
Test #1 (weeks 1-6)	Wednesday March 1 (in class)	25%
Test #2 (weeks 8-12)	<b>Wednesday April 5th (in class)</b>	20%
Total for entire course		<b>100%</b>

## **MY VIRTUAL CHILD (MVC) ASSIGNMENTS (50%; 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 (and receive feedback before completing the next). 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 [Guidelines Pertaining to Fees for Third-Party Learning Resources Used for Academic Assessment](#) 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 St. Jerome's Vice President and Academic Dean, 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 that you acquire from outside the course materials). Each paper must conform to APA citation and referencing.

**YOU MUST notify me by email by January 31st of your decision to elect the research paper option.** We will then arrange to connect and discuss the alternate assignment details.

## **IN CLASS REFLECTION PAPERS (5 x 1% = 5%)**

### **5 In-class Reflections Papers (5 papers X 1 Mark each = 5 marks = 5% of final grade)**

**NOTE: There will be 7 Reflection Papers in total but only 5 will count. Therefore you can miss two/or the lowest grades will be dropped. A student declaration of a short-term absence that coincides with a reflection paper counts as one miss – there is no makeup opportunity.**

Five-minute reflections papers are designed to have you think critically and start to become comfortable with articulating your thoughts in writing. Therefore, only full COMPLETE sentences will be accepted. These 5-minute papers also help reinforce concepts while allowing for class “participation” without having to speak in front of the class. Where appropriate, a brief discussion will follow that will invite the class to share their ideas with others – a wonderful learning opportunity for all, including the professor.

#### ***When will the Reflection Papers happen?***

Papers will be written during class time.

Papers will be randomly assigned throughout the semester, with no advance notice, and will be based on the particular week’s topic, content, and readings.

Papers will distributed at various times throughout the class: beginning, middle, or end.

You MUST BE PRESENT in class at the time the paper is being written (if you are absent, late, or leave early you will miss the paper). Only under very limited circumstances may papers be completed at another time since you can miss 2 of the 7 opportunities with no impact on your grade (for longer term absences see the Policy for Late Work due to illness below).

#### ***How will the papers be graded?***

Each paper will be graded on a PASS/FAIL basis. Receiving a PASS earns you ONE mark.

You MUST write in COMPLETE sentences (use of point form will be graded as a “FAIL” – no mark earned).

These will be written through the Quiz feature in LEARN (with an option for a paper version if you prefer to hand write)

You may not simply “dial in” your answer – CONTENT MATTERS! - Your answer is required to demonstrate critical thought and familiarity with the readings and lectures. Answers assessed to have not met these criteria will receive a FAIL/no mark grade. Dr. Whitehead is the final arbiter of whether the writing demonstrates sufficient effort, analysis, and connection to course content in order to receive a passing grade.

Reflection Papers are completed individually.

## **Two TESTS (45%) (in class)**

All required course content including readings, materials, lectures, films, etc. will be considered testable material. The first test (25%) (Wednesday March 1) will cover material

from weeks 1-6. The second test (20%) (**Wednesday April 5**) will cover material from weeks 8-12. Tests will be completed during class time. Tests format to be decided but will likely be Multiple Choice/True or False.

### **COURSE SCHEDULE**

Readings are primarily from the Bigner and Gerhardt text. Each week there are supplementary readings or items to hear/view that will be posted in the respective week's content section. 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 (unless it is noted as "optional" or "not testable").

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).

<b>Week</b>	<b>Topics</b>	<b>Assigned Readings/Content</b>	<b>Notes/Action Items</b>
1: Jan. 9 - 15	<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 on LEARN</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>1. Purchase Bigner and Gerhardt EText from UW Bookstore</li> <li>2. Purchase MVC Access Code (online via UW bookstore)</li> <li>3. Sign into MVC and complete preliminaries – Welcome to virtual parenthood!</li> <li>4. ALTERNATELY, if you are opting for the no cost assignments in lieu of MVC, please email Denise no later than <b>Jan. 31st</b> to notify her of your intention so that she may guide you in your assignments.</li> </ol>
2: Jan. 16 - 22	<ul style="list-style-type: none"> <li>• Parenting Approaches</li> <li>• Historical &amp; Cultural Approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Week 02 content on LEARN</li> <li>• Bigner &amp; Gerhardt: Chapters 2 + 3</li> </ul>	

3: Jan. 23 - 29	<ul style="list-style-type: none"> <li>Theoretical Perspectives on Parent-Child Relations</li> </ul>	<ul style="list-style-type: none"> <li>Week 03 content on LEARN</li> <li>Bigner &amp; Gerhardt: Ch. 4 + 5</li> </ul>	
4: Jan. 30 – February 5	<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>Bigner &amp; Gerhardt: Ch. 5 + 6</li> </ul>	➤ Contact Denise by January 31 <sup>st</sup> if electing to complete alternative assignments to MVC
5: Feb. 6 - 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>	<b>TIP:</b> complete course content up until this point (incl. ch. 1-7) and raise your virtual child to 3 years; begin MVC#1
6: Feb. 13 - 17	<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><b>TIP:</b> Complete assigned course content and raise your virtual child to 4 years, 11 months; <b>you may submit MVC#1 early – DUE: Tuesday Feb 28<sup>th</sup> after Reading Week</b></li> <li><b>TIP:</b> Prepare final study notes/flash cards for your test on Wednesday March 1 after Reading Week</li> </ol>
Week	Topics	Assigned Readings/Content	Notes/Action Items
<b>READING WEEK FEBRUARY 18 – FEBRUARY 26 (ENJOY!)</b> <b>Please note: No emails will be answered this week.</b>			
7: Feb. 27 – March 5 Two assessments this week!	<ul style="list-style-type: none"> <li>Welcome back – <b>No class on Monday</b></li> <li>Test #1 this week – on Wednesday</li> </ul>	<ul style="list-style-type: none"> <li>Writing/Study day Monday February 27 <b>(NO class)</b></li> <li>Test covers all content from Weeks 1-6</li> </ul>	<b>DEADLINE: MVC #1: Infants, Toddlers &amp; Preschoolers (10%) DUE Tuesday Feb. 28<sup>th</sup> by 11:59 p.m. in Dropbox</b> <ul style="list-style-type: none"> <li><b>Test #1: Wednesday March 1 in class (25%)</b></li> </ul>

8: March 6 - 12	<ul style="list-style-type: none"> <li>Family Composition and Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Week 08 Content on LEARN</li> <li>Bigner &amp; Gerhardt: Ch. 11</li> </ul>	
9: March 13 - 19	<ul style="list-style-type: none"> <li>Parenting in Middle Childhood</li> </ul>	<ul style="list-style-type: none"> <li>Week 09 Content on LEARN</li> <li>Bigner &amp; Gerhardt: Ch. 9</li> </ul>	<b>TIP:</b> complete assigned course content and raise your virtual child to 11 years, 11 months. Begin MVC#2
<b>Friday March 24 - Last day to Drop with WD ends: WD appears on transcript but grade assigned is dropped</b>			
10: March 20 - 26	<ul style="list-style-type: none"> <li>Parenting Adolescents</li> </ul>	<ul style="list-style-type: none"> <li>Week 10 Content on LEARN</li> <li>Bigner &amp; Gerhardt: Ch. 10</li> </ul>	<b>DEADLINE: MVC #2: Middle Childhood (20%)</b> <b>DUE Sunday March 26<sup>th</sup> by 11:59 p.m. in Dropbox</b>
11: March 27 -April 2	<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>	
12: April 3 - 9 Monday (last lecture)  Wednesday	<ul style="list-style-type: none"> <li>Toward Better Outcomes</li> </ul> <b>Test #2 (20%)</b>	<ul style="list-style-type: none"> <li>Week 12 Content on LEARN</li> <li>Bigner &amp; Gerhardt: Ch. 15</li> </ul> <b>Test#2: Covers all content from Weeks 8-12</b>	<b>TIP:</b> complete assigned course content and raise your virtual child to 18 years. Begin MVC #3 (you always submit early ☺)  <b>Test #2: Wednesday April 5 in class (20%)</b>
April 11 & 12	<ul style="list-style-type: none"> <li>Pre-exam days</li> </ul>	<ul style="list-style-type: none"> <li>No due dates allowed</li> </ul>	
<b>SMF Research Symposium Wednesday April 12 - all day - more info coming - Please join for a great SMF day</b>			
EXAM PERIOD	MVC#3 Assignment (20%)		<b>DEADLINE: MVC#3: Adolescence (20%)</b> <b>DUE Sunday April 16<sup>th</sup> by 11:59 pm in Dropbox</b>



## You are ill. What do you do next?

The Faculty of Arts has implemented new procedures starting January 1, 2023 for students needing accommodations for medical reasons. Students will now be required to access the central portal [Accommodations and Illness page](#) for a variety of medical issues – such as self-declarations of illness, pandemic declarations, or to upload your completed Verification of Illness Form (VIF).

You can [self-declare](#) an absence on Quest for pandemic-related reasons or short-term reasons. A short-term absence, is for any reason, that is a maximum length of 48 hours. (see link for more details). Here are the highlights:

- The declaration of a short-term absence is available to all undergraduate students taking courses at the University of Waterloo.
- Only one short-term absence can be self-declared per academic term.
- All of your instructors will be notified by email of your absence, as indicated in Quest.
- You are excused from all assessments due during the absence window.
- You are required to reach out to your instructors within the first 24 hours to discuss possible accommodations for missed due dates.

For other medical issues (particularly if longer than 48 hours) you can obtain a [Verification of Illness Form](#) (VIF) for other conditions and follow the instructions for submission of a VIF and/or supporting documentation. The VIFS will be reviewed in the Arts Undergraduate Office (AUO) for appropriate dates and signatures before being accepted.

Once you have self-declared or submitted an VIF ALL of your professors will be notified by the AUO and the length of your incapacitation.

Students are asked NOT to send VIFs or other medical documentation directly to their professors. Submitting only to the AUO allows students some privacy. Accommodations will then be negotiated with the Arts Undergraduate Office who will assist in providing direction to the professor on needed student accommodations. Many professors already are used to this system with the Access Ability office.

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

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 4 days or more later than the deadline (NOT the grace period) will receive a grade of zero EXCEPT under documented grounds for compassionate consideration.**

### **RECEIPT OF GRADES**

We will do our best to return all assignments and feedback in a timely manner. 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**

### **MENTAL HEALTH SUPPORT & SERVICES**

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

We are all human, and we all need support sometimes – I think now more than ever. 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. 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.

**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.

**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.

**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).