



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

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**St. Jerome's University in the University of Waterloo**  
**Department of Sexuality, Marriage and Family Studies**  
**SMF 213**

***Sexual Health and Well-Being***  
**Winter 2021**

**Remote Learning**

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*I would first like to respectfully acknowledge that we live and work on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.*

**Instructor Information**

Instructor: Stacey Jacobs

Office: N/A

Office Hours: Monday 4 – 5pm on Zoom, or by appointment

Email: [s3jacobs@uwaterloo.ca](mailto:s3jacobs@uwaterloo.ca)

Discussion of sexuality and sexual health can provoke emotional responses in people. These emotional responses could be happiness, relief, excitement, embarrassment, sadness, anger, stress, anxiety...

We will be openly discussing sex, sexual health & sexuality in this class.

Students must make an autonomous, informed decision about enrolling in this class.

Self-care is an important part of life and an important skill to learn when working with and supporting others. We should think of it as a priority and a necessity, not a luxury.

## Correspondence

- Please email or join me on Zoom during office hours. It is nice to hear from students and get to know you better. I am available to discuss class material, course assignments, future careers in sexual health, or answer general questions about sexuality and relationships.
- Please contact me if you are having health concerns or stressors in your life that are compromising your ability to complete the course successfully. In my experience the earlier you bring this to my attention, the better I am able to support you.

**Email Protocol:** When emailing please include your first and last name and the course code in the subject line (e.g. Stacey Jacobs SMF 213). Begin each email with an appropriate salutation (e.g. Hi Stacey, hope you are having a good day!) and end with an appropriate closing (e.g. Thank you).

**Email Response:** I will usually respond to your email within 1-2 days, excluding weekends. If you have not heard from me within 72hrs please resend your email.

## Course Description

This course offers a theoretical and empirical examination of sexuality from a health perspective. Approaches to counselling, prevention, and treatment will be discussed. Topics may include STIs, pregnancy prevention, pregnancy and post-partum health, healthy romantic and sexual relationships, chronic and long-term illnesses and sexual cancers.

## Course Goals and Learning Outcomes

During our time together you will be invited to share your questions, thoughts, ideas and reflections on the course material and sexual health in general. It is my goal that you will learn from the assigned readings, online lectures, assignments and from one another. It is also my goal that you will increase your comfort and knowledge of the topic, as well as your curiosity of sexual health, sexuality and relationships.

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

- A. Identify and critically reflect upon the meaning of sexual health and well-being for self and others, while working with others to create a learning environment that is exploratory, respectful, safe and inclusive for you, your classmates, and instructor.
- B. Understand how sexual health and well-being is impacted by, and intersects with: age, gender, sexual orientation, ability/disability, overall health, the health care system, culture, race, religion, income, body image, family relationships, societal expectations, media and education.
- C. Recognize and challenge potentially harmful normative scripts surrounding sexuality and sexual health within Canada.

- D. Reflect on your own experiences, education, values, beliefs, assumptions and biases in relation to the various dimensions of sexual health and well-being.

**Required Text:** There is no textbook for this course.

## Readings

*All readings are available electronically through the course reserves which can be accessed through LEARN (bottom left corner of first page).*

### **Week 1 – What is Sexual Health and Well-Being?**

Booker, A. (n.d.) Teaching kids body privacy, personal agency, and consent begins while they're in diapers. <http://adrielbooker.com/teaching-kids-body-privacy-personal-agency-consent/>

Brickman, J. & Fitts Willoughby, J. (2017). 'You shouldn't be making people feel bad about having sex': Exploring young adults perceptions of a sex-positive sexual health text message intervention. *Sex Education*, 17(6), 621-634.  
<https://doi.org/10.1080/14681811.2017.1332582>

### **Week 2 – Anatomy and Physiology**

Kidd, B. (2019, May 3). The demonization of Caster Semenya continues. *The Conversation*. <https://theconversation.com/the-demonization-of-caster-semenya-continues-116495>

Matthews, D. (2017, March 6). Call children's private parts what they are. *Psychology Today*. <https://www.psychologytoday.com/ca/blog/going-beyond-intelligence/201703/call-children-s-private-body-parts-what-they-are>

Savulescu, J. (2019, May 9). Ten ethical flaws in the Caster Semenya decision on intersex in sport. *The Conversation*. <https://theconversation.com/ten-ethical-flaws-in-the-caster-semenya-decision-on-intersex-in-sport-116448>

### **Week 3 - Relationships**

Hutzler, K. T., Giuliano, T. A., Herselman, J. R., & Johnson, S. M. (2016). Three's a Crowd: Public awareness and (mis)perceptions of polyamory. *Psychology and Sexuality*, 7(2), 69-87. <https://doi.org/10.1080/19419899.2015.1004102>

Megatron, S. (2020, July 9). What is BDSM? *Very Well Mind*.  
<https://www.verywellmind.com/the-health-benefits-of-bdsm-2979720>

### **Week 4 – Menstruation, Menopause**

Chrisler, J.C., Gorman, J.A., Manion, J., Murgo, M., Barney, A., Adams-Clark, A., Newton, J.R., & McGrath, M. (2016). Queer Periods: Attitudes toward and experiences with menstruation in the masculine of centre and transgender community. *Culture, Health and Sexuality*, 18(11), 1238-1250. <https://doi.org/10.1080/13691058.2016.1182645>

Dodd, C. (2014, October 8). Get ready for post-menopausal zest: New creativity, sexual energy and confidence. *High50*. <http://www.high50.com/health/ready-post-menopausal-zest-creativity-sexual-energy-confidence>

### **Week 5 – LGBTQ and Trans Health**

Bonvicini, K. A. (2017). LGBT healthcare disparities: What progress have we made? *Patient Education and Counselling* 100, 2357-2361. <https://doi-org.proxy.lib.uwaterloo.ca/10.1016/j.pec.2017.06.003>

OutLook & The Solidarity Alliance (2018). Experiences of LGBTQ Newcomers in Waterloo Region. *The Rainbow Community Council*. <https://yourwrrc.ca/rcc/wp-content/uploads/2019/05/Trans-Infosheet-v.06-SMALL.pdf>

OutLook & The Solidarity Alliance (2019). Experiences of trans people in Waterloo Region. *The Rainbow Community Council*. <https://yourwrrc.ca/rcc/wp-content/uploads/2019/05/Trans-Infosheet-v.06-SMALL.pdf>

### **Week 6 – Sexual Health and Cancer**

Mapes, D. (2016, July 28). The Sexual Aftermath of Cancer. *Fred Hutch*. <https://www.fredhutch.org/en/news/center-news/2016/07/the-sexual-aftermath-of-cancer.html>

Marr, M., Wakewich, P., Wood, B., Severini, A., Little, J., Burchell, A.N.,... Zehbe, I. (2016). Strategies for Increasing Cervical Cancer Screening Amongst First Nations Communities in Northwest Ontario, Canada. *Health Care for Women International*, 37, 478-495. <https://doi.org/10.1080/07399332.2014.959168>

Truth and Reconciliation Commission of Canada (2015). Honouring the Truth, Reconciling for the Future: Summary of the final report of the truth and reconciliation commission of Canada.  
[http://trc.ca/assets/pdf/Honouring\\_the\\_Truth\\_Reconciling\\_for\\_the\\_Future\\_July\\_23\\_2015.pdf](http://trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf)

\*\*\*For knowledge only, will not be tested on this document, highly recommend reading\*\*\*

### **Week 7 - Sexually Transmitted Infections**

The Society for Adolescent Health and Medicine (2017). Condom Availability in Schools: A practical approach to the prevention of Sexually Transmitted Infection/HIV and unintended pregnancy. *Journal of Adolescent Health, 60*, 754-757.  
<https://doi.org/10.1016/j.jadohealth.2017.03.019>

### **Week 8 – Birth Control**

Leung, W. (2019, April 1). Oral Contraceptives: What do we know about the effects on the brain? <https://www.theglobeandmail.com/canada/article-what-do-we-know-about-the-effects-of-oral-contraceptives-on-the-brain/>

Peterson, L.M., Campbell, M.A.T., & Laky, Z.E. (2019). The next frontier for men’s contraceptive choice: College men’s willingness to pursue male hormonal contraception. *Psychology of Men & Masculinities, 20*(2), 226-237. <http://dx.doi.org/10.1037/men0000174>

### **Week 9 - Pregnancy, Midwifery, Abortion, Pregnancy Options**

Bower, K.M., Geller, R.J., Perrin, N.A., & Alhusen, J. (2018). Experiences of racism and preterm birth: Findings from a pregnancy risk assessment monitoring system, 2004 through 2012. *Women’s Health Issues, 28*(6), 495-501.  
<https://doi-org.proxy.lib.uwaterloo.ca/10.1016/j.whi.2018.06.002>

Dingwall, D. (2019, April 5). ‘I didn’t think I could have a baby’: Toronto pregnancy clinic supports women with disabilities. <https://www.cbc.ca/radio/whitecoat/i-didn-t-think-i-could-have-a-baby-toronto-pregnancy-clinic-supports-women-with-disabilities-1.5085340>

### **Week 10 – Pelvic Health**

Byers, A (2019, April 18). Why going to pelvic floor therapy transformed my life. *Healthline*. <https://www.healthline.com/health/womens-health/pelvic-floor-physical-therapy-what-to-expect>

Saner, E. (2018, August 28). Mindful sex: Could it put an end to unhappiness in bed?  
*The Guardian*. <https://www.theguardian.com/lifeandstyle/2018/aug/28/mindful-sex-could-it-put-an-end-to-unhappiness-in-bed>

### **Week 11 – Self-Care, Fantasy and Masturbation**

Yule, M.A., Brotto, L.A., & Gorzalka, B.B. (2017). Sexual Fantasy and Masturbation Among Asexual Individuals: An In-depth Exploration. *Archives of Sexual Behavior*, 46(1), 311-328. <https://doi-org.proxy.lib.uwaterloo.ca/10.1007/s10508-016-0870-8>

### **Week 12 – Pleasure Education**

Fairbank, V. (2019, February 6). Teaching Teens How to Have Good Sex: Many young adults accept pain as a normal part of intercourse. Why doesn't sex ed value pleasure? <https://thewalrus.ca/teaching-teens-how-to-have-good-sex/>

### **Extra reading about consent**

Muehlenhard, T.P., Humphreys, T.P., Jozkowski, K.N., & Peterson, Z.D. (2016). The complexities of sexual consent among College students: A conceptual and empirical review. *The Journal of Sex Research*, 53 (4-5), 457-487.

**\*\*\*This is not required reading but I left it on the list because it is an excellent review of the research on Consent. You will not be tested on this.\*\*\***

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## **Course Requirements and Assessment**

<b>Assessment</b>	<b>Date of Evaluation</b>	<b>Weighting</b>
Quiz 1	February 9 - 10	16.6%
Quiz 2 (not cumulative)	March 23 - 24	16.6%
Quiz 3 (not cumulative)	April 13 - 14	16.6%
Op-Ed Assignment Part 1	Friday February 26	20%
Op-Ed Assignment Part 2	Tuesday April 6	30%
<b>Total</b>		<b>100%</b>

### **Quiz #1: Tuesday February 9 at 11am – Wednesday February 10 at 11am**

The quiz will be an online multiple choice quiz that can be accessed through LEARN under submit, then quizzes. It will cover material from Week 1, 2, 3 & 4 which includes assigned readings and online lectures. You can begin the quiz anytime between 11am on

Tuesday February 9 and 11am on Wednesday February 10. However, once you begin the quiz you will have a limited amount of time to complete the quiz questions. You will also not be able to return to previous questions.

\*\*\*All quizzes are closed book: no aides, no notes, and no electronic devices are to be accessed during the quiz and you are to complete the quiz alone\*\*\* I trust you to do this.

### **Quiz #2: Tuesday March 23 at 11am – Wednesday March 24 at 11am**

The quiz will be an online multiple choice quiz that can be accessed through LEARN under submit, then quizzes. It will cover material from Week 5, 6, 7 & 8 which includes assigned readings and online lectures. You can begin the quiz anytime between 11am on Tuesday March 23 and 11am on Wednesday March 24. However, once you begin the quiz you will have a limited amount of time to complete the quiz questions. You will also not be able to return to previous questions.

\*\*\*All quizzes are closed book: no aides, no notes, and no electronic devices are to be accessed during the quiz and you are to complete the quiz alone\*\*\* I trust you to do this.

### **Quiz #3: Tuesday April 13 at 11am – Wednesday April 14 at 11am**

The quiz will be an online multiple choice quiz that can be accessed through LEARN under submit, then quizzes. It will cover material from Week 9, 10, 11 & 12 which includes assigned readings and online lectures. You can begin the quiz anytime between 11am on Tuesday April 13 and 11am on Wednesday April 14. However, once you begin the quiz you will have a limited amount of time to complete the quiz questions. You will also not be able to return to previous questions.

\*\*\*All quizzes are closed book: no aides, no notes, and no electronic devices are to be accessed during the quiz and you are to complete the quiz alone\*\*\* I trust you to do this.

### **Op-Ed Assignment**

An Op-Ed is a short, concise, opinion piece backed up with facts about one topic. For this assignment you will choose one topic about Sexual Health and Well-Being. It does not have to be a topic discussed in the course as we do not cover every sexual health topic. If you are unsure if your topic is suitable please ask. The topic should be narrow in scope. Be specific.

Op-Ed's are seen in most newspapers – both in print and online. They can be a useful way to provide academic research and information to the general population. I encourage you to research and write this assignment as if it will be printed in a newspaper. I also encourage you

to submit your assignment to a newspaper once it is submitted for class. There are many great Canadian newspapers who may consider an admission as well as reputable local papers (e.g. UW's Imprint, The Community Edition, Waterloo Region Record).

The assignment will be split into two parts with two separate due dates.

### **Op-Ed Assignment Part 1 – Due Friday February 26 at 11:59pm**

Please include an APA formatted title page and page numbers.

Please use three separate APA formatted subheadings.

Please include an APA formatted References section at the end.

1) Firstly include a section called Biographical Paragraph. This is a paragraph (2-3 sentences) that describe you, the author. It could include your credentials, your hobbies, your interests. It could be funny, entertaining or purely factual.

For example,

*Stacey Jacobs has been a Community Sexual Health Educator for two decades. She teaches in the Sexuality, Marriage and family Studies Program at St. Jerome's University and when not talking about sex she enjoys reading, walking her dogs, and eating good food. The life of a Sex Educator is usually not as interesting as people assume.*

2) Secondly include a brief description of the audience you will be writing your Op-Ed for (parents, aging adults in retirement communities, teens, Ontario teachers, International University students, people in poly relationships, people who do not understand poly relationships, people who think Sex Ed is harmful to children, people who think Sex Ed is beneficial to children etc. etc.)

Describe why they are your chosen audience and how this audience will affect the tone and language you use in your Op-Ed, as well as what examples and stories you may or may not use.

3) Thirdly you will list the **five** sources you have chosen to use. A minimum of two references must be academic (e.g. Journal Articles, scholarly books), a maximum of one reference can be a reading from class. Other references can be from newspapers, websites, magazines, blogs, non-scholarly books, Youtube videos, Ted Talks etc. However, the more reputable your sources, the more convincing your argument will be.

In this section list each of your five sources using APA formatting followed by a description that informs the reader of the relevance, quality and accuracy of your source. This description should be one paragraph and include in no specific order:

- Who is the author of this source? What are their credentials? Are they affiliated with an institution or organization, what are the goals/values of this institution or organization?



What is their educational background? Past writing or experience? Are they writing about a topic in their area of expertise?

- What is the date your source was published? Is it current or out of date? Does the date matter for your topic? Is the topic currently trending? Is there a lack of current research/opinion on your topic?
- Who was the intended audience of this source? Specialized or general audience? Academic audience? Is the language advanced/technical/simple etc.
- Briefly (1-2 sentences) describe the main point of the source and the information you will be using from the source if it is not the main points of the source
- Is the information covered in the source fact, opinion or propaganda? Does the information appear to be valid and well-researched or questionable and unsupported? Is it purely the authors opinion (skilled writers can pass off their opinion as fact)? Is the information similar to that you have read on the topic from other sources? Is their point of view objective and impartial? Do they use emotion-arousing language?
- Is the source a primary (raw material) or secondary source (based on primary sources)? Does it cover new material, add new information and/or substantiate other sources you have read on the topic?

It is important to read enough sources to get a good picture of the various points of view around your topic.

### **Op-Ed Assignment Part 2 – Due Tuesday April 6 at 11:59pm**

Please include an APA formatted title page and page numbers.

Please include a word count at the end.

Please include your References section from Part 1 – this does not count as part of your word count.

Your Op-Ed should be 500 – 800 words. No more. The hardest part may be writing clearly and concisely to keep within this word count. Pick a topic you are passionate about/have an opinion about. Your first sentence/paragraph needs to hook readers. It needs to have a clear thesis/argument/opinion and introduce your topic. Your topic needs to be narrow and specific. You could start with a story to grab attention. Write using I statements. Argue a single point.

By determining in Part 1 who your audience is you will be able to build your argument, choose your stories and determine the tone and language for your Op-Ed. Do not use jargon. Use clear, concise, simple and accessible language. If you must use academic language, or language the general population may not understand, define the concepts simply and clearly. Sentences should be short. Paragraphs should be short (2-4 sentences).

You need to back up your argument/opinion with facts. This is where the five sources you chose for Part 1 come in. You must use all five of your sources. This will be the body of your Op-Ed. You want to sway or reinforce the readers' thoughts and opinions. Use the evidence to support

your argument/opinion, making sure to give credit to the researchers/authors of the sources, making sure it is clear that their ideas are not yours without citing them. For example, *According to Stacey Jacobs, long time dog owner, it is important to take your dogs for a walk every day when working from home or they will pester you mercilessly.*

Once you use a person's name once, use the last name only thereafter. For example, *Jacobs also recommends afternoon cuddle time as it is a mood booster for both you and your dogs.*

**Please include your References section from Part 1 – this does not count as part of your word count.**

Use a maximum of one short quote in your Op-Ed.

After your arguments you should mention any flaws in your argument, the other side(s) of your argument and/or obvious criticisms (one-two sentences).

A strong conclusion will summarize your arguments, and link back to your opening paragraph, closing the circle. *It should also include a call to action or call for further thought.*

Your Op-Ed should have a catchy and informative title. Something to catch the readers' attention. It is often easier to write the title after you have finished writing the Op-Ed.

A good Op-Ed is entertaining, catchy, provocative, possibly humorous, possibly personal and maybe unexpected. Please look at the resources below for more information.

### **Writing an Op-Ed – Resources – PLEASE READ ALL!**

The University of Waterloo, University Communications – How to write and effective Op-Ed  
[http://web.archive.org/web/20160201094734/http://newsoffice.duke.edu/duke\\_resources/op-ed](http://web.archive.org/web/20160201094734/http://newsoffice.duke.edu/duke_resources/op-ed)

The Op-Ed Project – you do not need to read the entire website, just what interests you  
<https://www.theopedproject.org/>

The Op-Ed Project – Op-Ed Writing Tips and Tricks  
<https://www.theopedproject.org/oped-basics#gettingstarted>

Journalist's Resource – How to Write and Op-Ed or Column – written by Jeffrey Seglin, Director of the Harvard Kennedy School Communications Program.  
<https://journalistsresource.org/tip-sheets/writing/how-to-write-an-op-ed-or-column/>

Duke University Office of News and Communications, How to write an Op-Ed Article  
[http://web.archive.org/web/20160201094734/http://newsoffice.duke.edu/duke\\_resources/op-ed](http://web.archive.org/web/20160201094734/http://newsoffice.duke.edu/duke_resources/op-ed)

## Course Outline / Class Schedule

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1	Jan 11- 15	Welcome!  Introduction to the course  Discussion of Syllabus  What is Sexual Health and Well-Being?	Brickman, J. & Fitts Willoughby, J. (2017). 'You Shouldn't Be Making People Feel Bad about Having Sex': Exploring young adults perceptions of a sex-positive sexual health text message intervention  Booker, A. teaching kids body privacy, personal agency, and consent begins while they're in diapers.
2	Jan 18-22	Anatomy and Physiology	Kidd, B. (2019, May 3). The demonization of Caster Semenya continues.  Savulescu, J. (2019, May 9). Ten ethical flaws in the Caster Semenya decision on intersex in sport.  Matthews, Dona (2017). Call Children's Private Parts What They Are.
3	Jan 25-29	Relationships	Hutzler, K. T., Giuliano, T. A., Herselman, J. R., & Johnson, S.M. (2016). Three's a Crowd: Public awareness and (mis)perceptions of polyamory.  Megatron, S. (2018). What is BDSM?
4	Feb 1-5	Menstruation  Menopause	Chrisler, J.C., Gorman, J.A., Manion, J., Murgo, M., Barney, A., Adams-Clark, A., Newton, J.R., & McGrath, M. (2016). Queer Periods: Attitudes toward and experiences with menstruation in the masculine of centre and transgender community.  Dodd, C. (2014). Get ready for post-menopausal zest: New creativity, sexual energy and confidence.

Week	Date	Topic	Readings
5	Feb 8-12	LGBTQ and Trans Health Care  <b>Feb 9 – 10: QUIZ #1</b>	Bonvicini, K. A. (2017). LGBT healthcare disparities: What progress have we made?  OutLook & The Solidarity Alliance (2018). Experiences of LGBTQ Newcomers in Waterloo Region.  <i>OutLook &amp; The Solidarity Alliance (2019). Experiences of trans people in Waterloo Region.</i>
	Feb 13-21	<b>READING WEEK</b>	
6	Feb 22-26	Sexual Health and Cancer  <b>Friday February 26 Op-Ed Assignment Part 1 Due</b>	Mapes, D. (2016, July 28). The Sexual Aftermath of Cancer.  Marr, M., Wakewich, P., Wood, B., Severini, A., Little, J., Burchell, A.N.,... Zehbe, I. (2016). Strategies for Increasing Cervical Cancer Screening Amongst First Nations Communities in Northwest Ontario, Canada.  Truth and Reconciliation Commission of Canada (2015). Honouring the Truth, Reconciling for the Future: Summary of the final report of the truth and reconciliation commission of Canada.  *****For knowledge only, you will not be tested on this document*****
7	March 1-5	Sexually Transmitted Infections  Safer Sex	The Society for Adolescent Health and Medicine (2017). Condom Availability in Schools: A practical approach to the prevention of Sexually Transmitted Infection/HIV and unintended pregnancy.
8	March 8-12	Birth Control	Leung, W. (2019, April 1). Oral Contraceptives: What do we know about the effects on the brain?

Week	Date	Topic	Readings
			Peterson, L.M., Campbell, M.A.T., & Laky, Z.E. (2019). The next frontier for men's contraceptive choice: College men's willingness to pursue male hormonal contraception.
<b>SCHEDULED PAUSE March 13 – 16</b>			
9	March 17-19	Pregnancy	Dingwall, D. (2019, April 5). 'I didn't think I could have a baby': Toronto pregnancy clinic supports women with disabilities.  Bower, K.M., Geller, R.J., Perrin, N.A., & Alhusen, J. (2018). Experiences of racism and preterm birth: Findings from a pregnancy risk assessment monitoring system, 2004 through 2012.
10	March 22-26	Supporting our Sexual Health (mindfulness and Pelvic health physiotherapy)  <b>March 23 – 24: QUIZ #2</b>	Byers, A (2019, April 18). Why going to pelvic floor therapy transformed my life.  Saner, E. (2018, August 28). Mindful sex: Could it put an end to unhappiness in bed?
11	March 29 – April 2	Fantasy  Masturbation	Yule, M.A., Brotto, L.A., & Gorzalka, B.B. (2017). Sexual Fantasy and Masturbation Among Asexual Individuals: An In-depth Exploration.
12	April 5-9	Pleasure Education	Fairbank, V. (2019, February 6). Teaching Teens How to Have Good Sex: Many young adults accept pain as a

Week	Date	Topic	Readings
		<b>Tuesday April 6 Op-Ed Assignment Part 2 Due</b>	normal part of intercourse. Why doesn't sex ed value pleasure?
<b>April 13 – 14: QUIZ #3</b>			

### Late Work

All assignments are due on the date listed in the syllabus (above). Any assignment submitted after the due date will be subject to a 10% penalty per day, including weekends, unless we have made other arrangements. Please let me know as soon as possible if you cannot make the due date. This penalty does not apply to quizzes. If you cannot write a quiz in the time allotted you must notify me BEFORE the quiz begins unless you are incapacitated. Acceptable documentation to support a medical or compassionate claim is required.

### Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence. [www.uwaterloo.ca/wcc](http://www.uwaterloo.ca/wcc).

**Please note** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

### Electronic Device Policy

My electronic device policy does not apply since we are remote learning, however, the below study is good to read for future in-person classes.

A 2018 study found that although students think they can multitask well, splitting attention between lecture and cellphone/ laptop use hinders long term retention, and those in class suffer from others' use of devices. [The Myth of Multitasking](#)

### Attendance Policy

Attendance will not be taken, participation marks will not be given.

However, academic success and achievement of the course goals are facilitated by your participation and commitment to learning. It is my sincere hope that you are interested in the course content and you want to engage in the learning process that is offered.

## Policy Regarding Illness or Accommodation

Students are entitled to a rescheduling of a quiz for legitimate medical or compassionate reasons or based on religious grounds. However, it is the student's responsibility to inform the instructor **prior** to the quiz, to discuss a make-up, and to provide acceptable documentation to support a medical, compassionate, or religious claim.

Students who were ill who contact the instructor after the quiz will generally not be granted a make-up quiz unless the illness incapacitated them - making it impossible for the student to contact the professor before the time of the quiz. This requires formal documentation for the period of non-contact.

Students do not need to physically see a healthcare provider to receive documentation, UW Health Services as well as other healthcare providers, are now offering remote services.

### Verification of Illness Form:

<https://uwaterloo.ca/campus-wellness/sites/ca.campus-wellness/files/uploads/files/VIF-online.pdf>

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. migraines, medication that is impeding studying, painful periods), you should contact your instructor and the Academic Counselling Office 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).

## Academic Achievement

Students who are dissatisfied with their academic achievement are strongly encouraged to seek advice from a **study skills counsellor** through the Student Success Office (519-888-4567, Ext. 84410) prior to their next test/exam.

<https://uwaterloo.ca/student-success/>

The Student Success office offers one-on-one success coaching (appointment necessary), multiple choice workshops, and drop-in study sessions.

## A Note on Plagiarism

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as their 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.\*

**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 be referenced.\*

\* Comments pertaining to the formatting of citations and references are consistent with the APA referencing style (APA, 7th Ed.)

## Mental Health Services:

### On Campus

- Counselling Services: <https://uwaterloo.ca/campus-wellness/counselling-services>  
519-888-4567 655 Needles Hall Addition NH, 2401
- <https://wusa.ca/services/uw-mates> 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 the Student Life Centre

### Off campus

- [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 youth in Waterloo Region. 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

### Contact Health Services

#### [Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional



## Sexual violence Prevention & Response: Human Rights, Equity & Inclusion Office

<https://uwaterloo.ca/human-rights-equity-inclusion/svpro>

Meaghan Ross, Sexual Violence Response Coordinator

Amanda Cook, the Director of Sexual Violence Prevention and Response

[amanda.cook@uwaterloo.ca](mailto:amanda.cook@uwaterloo.ca) 519-888-4567 ext. 46869 COM 101B

Their role is to support students, staff and faculty on the main campus, satellite campuses and University Colleges, who have experienced or have been impacted by, sexual violence.

### Note for Students with Disabilities

AccessAbility Services, located in Needles Hall North (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/).

### 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.]

### 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).

## 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.

## 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).

## Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, and 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**

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.