



ST. JEROME'S UNIVERSITY

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

SMF 220 Fall 2022

Research methods

Time: Tuesdays and Thursdays, 10:00 to 11:20 AM

Location: SJ2 2001

1. INSTRUCTOR INFORMATION

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

2. COURSE DESCRIPTION

This course introduces students to the philosophy and methods of social science and humanities research, including an examination of issues and approaches to conducting research in the areas of sexuality, relationships, and families.

This undergraduate course is designed to provide you with a conceptual and practical understanding of the issues and methods related to conducting research in the social sciences and humanities. This course will introduce you to both qualitative and quantitative methods. Different approaches to doing research, the role of theory in research, and ethical issues pertaining to research will be examined during the course. The Department of Sexuality, Marriage, and Family Studies provides an interdisciplinary program addressing theory and research relevant to sexuality, relationships, and families.

3. COURSE OBJECTIVES

You will learn about the scientific methods that are commonly used in research and to think critically about those methods. You will be able to understand the advantages and limitations of their use in various contexts. You will acquire foundational skills for doing research in social science as well as becoming critical consumers of research.

4. REQUIRED TEXTS

This course will only be using readings that are **free** to you via the Internet and University of Waterloo Library. Most of your readings come from the three following Open Access Textbook:

- Blackstone, A. (2012). *Principles of sociological inquiry – Qualitative and quantitative methods*. Saylor Foundation.
- Jhangiani, R. S., Chiang, I-C. A., Cuttler, C., & Leighton, D. C. (2019). *Research methods in psychology* (4th ed.). Kwantlen Polytechnic University.
- Sheppard, V. (2020). *Research methods for the social sciences: An introduction*. BCCampus.

Links to these textbooks are available on Course reserve. You can find a link to Course reserves on the library homepage or on LEARN.

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

If you need help finding other readings, check out this link: <https://uwaterloo.ca/library/find-resources/find-journal-articles>

5. COURSE SCHEDULE

Weeks, dates, and modules	Topics and tasks
INTRODUCTION	
Week 1 September 8th	Readings <ul style="list-style-type: none"> • None Topics <ul style="list-style-type: none"> • Introduction to the course
MODULE #1 The scientific method	

<p>Week 2</p> <p>September 13th September 15th</p>	<p>Readings</p> <ul style="list-style-type: none"> • Jhangiani, R. S., Chiang, I-C. A., Cuttler, C., & Leighton, D. C. (2019). Chapter 1: The science of psychology. In <i>Research methods in psychology (4th ed., pp. 1-19)</i>. Kwantlen Polytechnic University. • Crotty, M. (1998). Introduction: The research process. In M. Crotty (Ed.), <i>The foundations of social research : Meaning and perspective in the research process</i> (pp. 1-17). SAGE Publication. <p>Topics</p> <ul style="list-style-type: none"> • A brief and targeted history of scientific research • From epistemology to methods
<p>Week 3</p> <p>September 20th September 22nd</p>	<p>Readings</p> <ul style="list-style-type: none"> • Jhangiani, R. S., Chiang, I-C. A., Cuttler, C., & Leighton, D. C. (2019). Chapter 2: Overview of the scientific method. In <i>Research methods in psychology (4th ed., pp. 23-55)</i>. Kwantlen Polytechnic University. • Henrickson, M., Giwa, S., Hafford-Letchfield, T., Cocker, C., Mulé, N. J., Schaub, J., & Baril, A. (2020). Research ethics with gender and sexually diverse persons. <i>International Journal of Environmental Research and Public Health</i>, 17(18), 6615. <p>Topics</p> <ul style="list-style-type: none"> • Conducting research • Ethics in research
<p>Week 4</p> <p>September 27th September 29th</p>	<p>Readings</p> <ul style="list-style-type: none"> • None <p>Topics</p> <ul style="list-style-type: none"> • <i>Group supervision: Introduction to research papers</i> • DEADLINE : TCPS-2 ETHICS TUTORIAL • TEST : MODULE #1
<p>MODULE #2</p> <p>Quantitative research</p>	
<p>Week 5</p>	<p>Readings</p> <ul style="list-style-type: none"> • Jhangiani, R. S., Chiang, I-C. A., Cuttler, C., & Leighton, D. C. (2019). Chapter 5: Experimental research. In <i>Research methods in psychology (4th ed., pp. 107-123)</i>. Kwantlen Polytechnic University. • Jhangiani, R. S., Chiang, I-C. A., Cuttler, C., & Leighton, D. C. (2019). Chapter 6: Non-experimental research. In <i>Research methods in psychology (4th ed., pp. 141-150)</i>. Kwantlen Polytechnic University.

<p>October 4th October 6th</p>	<ul style="list-style-type: none"> • Jhangiani, R. S., Chiang, I-C. A., Cuttler, C., & Leighton, D. C. (2019). Chapter 8: Quasi-experimental research. In <i>Research methods in psychology (4th ed., pp. 207)</i>. Kwantlen Polytechnic University. • Sheppard, V. (2020). Chapter 7: Sampling techniques. In <i>Research methods for the social sciences: An introduction (pp. 153-182)</i>. BCCampus. <p>Topics</p> <ul style="list-style-type: none"> • Quantitative research design • Quantitative sampling
<p>Reading week October 11th October 13th</p>	<p>Reading week</p> <ul style="list-style-type: none"> • No class • No class
<p>Week 6 October 18th October 20th</p>	<p>Readings</p> <ul style="list-style-type: none"> • Blackstone, A. (2012). Chapter 6: Defining and measuring concepts. In <i>Principles of sociological inquiry – Qualitative and quantitative methods (pp. 66-77)</i>. Saylor Foundation. • Jhangiani, R. S., Chiang, I-C. A., Cuttler, C., & Leighton, D. C. (2019). Chapter 7: Survey research. In <i>Research methods in psychology (4th ed., pp. 183-187; 201-203)</i>. Kwantlen Polytechnic University. • Guetterman, T. C. (2019). Basics of statistics for primary care research. <i>Family Medicine and Community Health, 7(2)</i>. • Jhangiani, R. S., Chiang, I-C. A., Cuttler, C., & Leighton, D. C. (2019). Chapter 5: Experimental research. In <i>Research methods in psychology (4th ed., pp. 125-128)</i>. Kwantlen Polytechnic University. <p>Topics</p> <ul style="list-style-type: none"> • Quantitative data collection • Quantitative data analysis • Rigor in quantitative research
<p>Week 7 October 25th October 27th</p>	<p>Readings</p> <ul style="list-style-type: none"> • None <p>Topics</p> <ul style="list-style-type: none"> • <i>Quantitative research proposal: Group supervision #1</i> • TEST: MODULE #2
<p>MODULE #3 Qualitative research</p>	
<p>Week 8</p>	<p>Readings</p>

<p>November 1st November 3rd</p>	<ul style="list-style-type: none"> • Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. <i>The Counseling Psychologist</i>, 35(2), 236-264. • Robinson, O. C. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. <i>Qualitative Research in Psychology</i>, 11(1), 25-41. <p>Topics</p> <ul style="list-style-type: none"> • Qualitative research design • Qualitative sampling
<p>Week 9</p> <p>November 8th November 10th</p>	<p>Readings</p> <ul style="list-style-type: none"> • Sheppard, V. (2020). Chapter 10: Qualitative data collection & analysis methods. In <i>Research methods for the social sciences: An introduction</i> (pp. 235-255). BCCampus. <p>Topics</p> <ul style="list-style-type: none"> • Qualitative data collection • <i>Quantitative research proposal: Group supervision #2</i>
<p>Week 10</p> <p>November 15th November 17th</p>	<p>Readings</p> <ul style="list-style-type: none"> • Merriam, S. B., & Tisdell, E. J. (2016). Chapter 8: Qualitative data analysis. In <i>Qualitative research: A guide to design and implementation</i> (pp. 195-204). John Wiley & Sons. <p>Topics</p> <ul style="list-style-type: none"> • Qualitative data analysis • Rigor in qualitative research • Qualitative research proposal: Group supervision #1 • DEADLINE: QUANTITATIVE RESEARCH PROPOSAL
<p>MODULE #4</p> <p>Beyond the quanti/quali research divide</p>	
<p>Week 11</p> <p>November 22nd November 24th</p>	<p>Readings</p> <ul style="list-style-type: none"> • Blackstone, A. (2012). Chapter 8: Survey research: A quantitative technique. In <i>Principles of sociological inquiry – Qualitative and quantitative methods</i> (pp. 93-95). Saylor Foundation • Sheppard, V. (2020). Chapter 8: Data collection methods: Survey research. In <i>Research methods for the social sciences: An introduction</i> (pp. 191-194). BCCampus. • Giddings, L. S., & Grant, B. M. (2006). Mixed methods research for the novice researcher. <i>Contemporary Nurse</i>, 23(1), 3-11. <p>Topics</p> <ul style="list-style-type: none"> • Cross-sectional and longitudinal research • Mixed methods research

<p>Week 12</p> <p>November 29th December 1st</p>	<p>Readings</p> <ul style="list-style-type: none"> • Borrego, M., & Newswander, L. K. (2010). Definitions of interdisciplinary research: Toward graduate-level interdisciplinary learning outcomes. <i>The Review of Higher Education</i>, 34(1), 61-84. <p>Topics</p> <ul style="list-style-type: none"> • Interdisciplinary research • Qualitative research proposal: Group supervision #2
<p>Week 13</p> <p>December 6th</p> <p>Final exam period *To be determined</p>	<p>Readings</p> <ul style="list-style-type: none"> • None <p>Topics</p> <ul style="list-style-type: none"> • Topic of your choice *To be chosen on November 29th* • DEADLINE: QUALITATIVE RESEARCH PROPOSAL • FINAL TEST : MODULES #3 AND #4

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

6. COURSE REQUIREMENTS AND ASSESSMENT

6.1 Assessment schedule (in chronological order)

Assessments	Dates	Weighting
TCPS-2 ethics tutorial	September 29th	5%
Test: Module #1	September 29th	10%
Test: Module #2	October 27th	15%
Group paper: Quantitative research proposal	November 15th	20%
Group paper: Qualitative research proposal	December 6th	20%
Final test: Modules #3 and #4	To be determined	30%

6.2 Assessment description

Ethics tutorial

The Tri-Council Policy Statement (TCPS-2) Tutorial Course on Research Ethics (CORE) is an important opportunity for your learning and possible future involvement in becoming a research assistant (RA) at SJU or UW. The TCPS-2 applies to ALL researchers who receive funding from tri-council agencies: The Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health

Research (CIHR). All University Research Ethics Boards (REBs) require researchers to complete the tutorial prior to conducting research with human participants, as part of their ethical approval process. At UW this is required of all researchers (including RAs) who are involved in collecting data with human participants and is required regardless of the source of funding.

We will discuss research ethics on September 22nd. I will provide the link for the online tutorial on this date. The TCPS-2 course is interactive to enhance your learning. When you complete the tutorial, you will obtain a certificate that you can save as a .pdf file. You must submit a copy of this certificate on LEARN by September 29th. Completion by the due date earns you the full 5%.

Tests

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

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

Group papers: Research proposals

You will have two research proposals to submit during the term: Quantitative and qualitative. Groups will be composed of two to three students. Each paper will be six to eight pages in length (of text, excluding the cover page and the reference list). Instructions and correction sheets for these group papers are provided on LEARN.

Papers must be formatted according to APA 7th edition guidelines:

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

Information on these guidelines is freely available online:

- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

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

7. RULES FOR GROUP WORK IN ASSIGNMENTS

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

8. COVID-19 MANAGEMENT AND CONTINGENCY PLANS

8.1 Student COVID-19 cases

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

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

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

9. ATTENDANCE POLICY

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

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

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

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

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

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

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

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

11. CORRESPONDENCE

When emailing me, you should include “SMF 220” in the subject line along with indication regarding the email (e.g., “SMF 220 : Question on quantitative research proposal”). You should use your UWaterloo email address to do so, since hotmail accounts sometimes delay routing of the messages or simply do not deliver messages. You should begin an email with an appropriate salutation (e.g., “Hi!”) and end it with an appropriate closing (e.g., “Thank you!”). You should end the email with your given and last names, and student number.

Also, please note:

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

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

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

12. ELECTRONIC DEVICE POLICY

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

13. GRADING SYSTEM

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

14. IMPORTANT DATES TO REMEMBER

Copied from the U Waterloo website: https://uwaterloo.ca/registrar/important-dates/list?academic_term=50&academic_year=266&audience=202&date=All&page=1

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

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

15. OTHER IMPORTANT INFORMATION

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. Check www.uwaterloo.ca/academicintegrity/ 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/ for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on [Student Discipline](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

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

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

16. OTHER STATEMENTS

A. MENTAL HEALTH SERVICES

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

On Campus:

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655

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

Off campus, 24/7:

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 x6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 x213

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

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

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

B. TERRITORIAL ACKNOWLEDGEMENT

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

C. CHOSEN/PREFERRED NAME

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

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

Important notes:

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

D. INTELLECTUAL PROPERTY

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

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

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

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).