



Department of Sexuality, Marriage, and Family Studies

SMF 220: Research Methods Remote Online Fall 2020

Instructor: Dr. Denise Whitehead (pronouns: She/Her)

Office Hours: By Appointment, either by phone or video chat (please email me).

Email: denise.whitehead@uwaterloo.ca

Welcome to Research Methods! I am delighted that you are joining me in this adventure that we call Remote Online Learning. Things will be a bit different than if we were meeting two-times weekly in a classroom, but rest assured the content and learning outcomes are the same.

About Remote Learning

This course is being offered as a Remote Online course during the pandemic. In other words, this course has been adapted to online learning but has not been specifically and specially developed for online teaching. I like to borrow from Dr. Carol Dweck's work and consider that we proceed with a **growth** mindset – that we have the extraordinary capacity to adapt and persevere when presented with new challenges.

This course will be taught *asynchronously* – there will be **NO** coordinated formal class meeting times so as to allow students as much flexibility as possible. That said, I will be offering some opportunities to connect periodically like a Q & A or chat session to discuss work in progress.

About Remote Teaching

Remote teaching is new for most instructors. Genuine efforts have been made to adapt this course to maximize your learning and engagement. In addition, careful attention has been paid to adapting assessments to make them relevant, reasonably flexible, and accessible. That said, further adaptations to this course may be undertaken as this remote course unfolds or if timing of content needs to be adjusted. You will be apprised, with adequate notice, in LEARN.

Weekly Time Allocation for SMF 220: 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.

Remote learning doesn't change that expectation. Instead of spending time "attending lectures in a classroom" you will need to attend to the course material being presented via lecture notes, audio visual material, and other forums of information provided weekly on LEARN. Course readings are a critical part of your learning process. You are encouraged to allocate sufficient time to your learning. You may not be aware of this expectation so plan accordingly as you review the course schedule and assessments in the syllabus.

Time Zones: During this time of remote learning I am aware that we may be connecting from all over the world. All quizzes and assignments have due dates with time requirements. It is incumbent upon each student to figure out how your time zone works relative to the University of Waterloo and to plan accordingly.

Here are a couple of things to know:

UW (key reference point is Toronto) is currently in **Eastern Daylight Time (EDT)** (this "daylight savings time" runs from March 8 to November 1. If you are unfamiliar with this concept at 2 a.m. on March 8th we advanced the clocks forward by one hour to capture as much daylight over the spring/summer/fall).

Starting **November 1st** at 2 a.m. we will revert to **Eastern Standard Time (EST)** and the clocks will be "turned" back one hour. Thus at 2 a.m. on Sunday November it will become 1 a.m. I like to think of it as an extra hour of sleep. LEARN will automatically make this adjustment for us but you need to be aware that this happens and to plan your course submissions accordingly.

LEARN: The LEARN D2L platform is a critical resource to this remote, online course. You are encouraged to become **highly** familiar with how to access content, lectures, tests and assignments.

LEARN also serves as the nerve centre for me to keep in touch with all of you. 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.

COMMUNICATION and EMAILs to the Professor & LEARN Discussion Forum

Questions usually fall into two categories:

1. Questions about course content or process that would be beneficial for ALL students to have access to (similar to asking a question in a classroom). These types of questions should be posted in discussion section in LEARN for ALL students to see and so that I may answer the question for all students. Trust me, if you have the courage to ask the

question it is likely other students were thinking about the same issue or glad to have someone bring something up they hadn't thought of.

2. Personal questions about course progress, AccessAbility accommodations or other sensitive matters should be directed through your UW Email to me.

Email is generally answered within 24-48 hours– Monday to Friday – and at other times when I am able. If you haven't heard from me within 48 hours during the business week, please resend your email in case I didn't receive or it got lost. Generally, I do not respond to email on weekends or to last minute requests (e.g., right before an assignment is due). Please ensure you give me enough time to problem solve.

Please be professional in your emails and include the following:

- A personal address: For example, Dear Denise or, if you are more comfortable, Dear Professor Whitehead or Dear Dr. Whitehead
- In the Subject line please note the course you are in: SMF 220 and a short description of your query
- Your request/question
- A signature line: For example, Sincerely Sarah; Kind Regards, Sayeed; Best, Mija

PLEASE contact me if you are having medical/psychological or other 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. Please also consider accessing the resources available to you as outlined in this syllabus.

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.

Course Description (from UW course calendar)

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, couples, and families.

Prereq: One of SMF 101/206, 204, PSYCH 236.

Antireq: KIN 330, PSCI 315, PSYCH 291, REC 270, SDS/SWREN 251R, SOC/LS 221, 321

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. Both qualitative and quantitative methods will be covered. The course will

introduce you to the general principles and methods of research related to sexuality, relationships and families. Among other things, different approaches to doing research, the role of theory in research, and ethical issues pertaining to research will be examined. The Department of Sexuality, Marriage, and Family Studies is an interdisciplinary program addressing theory and research relevant to sexuality, close relationships, and families. Whenever possible, we will use research from these areas of study to highlight the concepts we are discussing. The course content will provide the foundation for you to critically analyze research studies, and participate in the design of your own study.

Course Goals and Learning Outcomes

There are three primary goals in this course.

- 1) to learn about the scientific methods that are commonly used in social science research.
- 2) to think critically about those methods and understand the advantages and limitations of their use in various contexts.
- 3) to find, read, understand and digest/evaluate/translate empirical research.

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

- A. Understand the research process and the scientific methods commonly used in social research.
 - Understand the difference between qualitative and quantitative research/data, as well as the questions that can be answered from either type of research/data.
 - Consider the link between theory and research
 - Formulate research questions and propose a research project in the form of a group proposal project
- B. Understand the importance of research ethics and use ethical reasoning when making research-related decisions
- C. Critically evaluate social science research material and use it to discover new knowledge
 - Conduct a literature review and identify gaps in the existing knowledge base
 - Use skills developed in the course to evaluate published peer reviewed journal articles
- D. Communicate information in an effective manner
 - Present information in ways that the receiving party can easily understand
 - Integrate knowledge and communicate this effectively in writing.

Required Textbook and Other Readings

I have made the decision to use an Open Access Textbook that is available digitally and is FREE. On the SMF 220 LEARN homepage you will find a “widget” with the book already linked for you.

Main Textbook is: **Research Methods in Psychology (2nd Canadian Edition) by Price,**

Jhangiani, & Chiang

This course will ONLY be using readings and resources that are FREE to you via the Internet and University of Waterloo Library. This practice helps to keep your educational costs down and during this time of remote learning, increases access to learning materials.

I have made every attempt to outline readings in this syllabus. That said, other pertinent items as part of the overall course learning may be added to a week's content section in LEARN as needed.

Additional/Optional Resources (Writing Guides):

- American Psychological Association (2019). *Publication Manual of the American Psychological Association (7th ed.)*. Washington, DC: Author.

Lots of good information on-line: E.g., see OWL Purdue re APA

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

Course Assessments

Details regarding each of the assessments are outlined below and in more detail in LEARN.

Assessment	Date of Evaluation	Weighting
Research Method Reflections	Sept 13, Dec 6 (no grades)	0%
Tri-council Ethics Tutorial (Online)	September 27th	5%
On-line Test # 1	Week 6	15%
On-line Test # 2	Week 11	15%
Five weekly assignments	See LEARN and course outline below (5 x 4%)	20%
Journal Article Annotation	Sun. November 15	5%
Literature Review and Research Proposal	Fri. December 11	40%
Total		100%

LATE PENALTY POLICY (Please read carefully)

The following late policy applies to ALL students, regardless of circumstance or reason:

All assignments (note this does NOT apply to the tests) are to be submitted on the due date, uploaded into DropBox or as specified. If you are unable to submit your assignment by the due date a **FLAT 10% penalty** will be deducted from your assessed grade for the assignment. This applies for three (3) days following the due date and the 10% applies whether you are 1, 2 or 3 days late. Note, you do NOT have to request this extension or provide supporting documentation, the penalty will simply be assessed following marking.

IMPORTANT: After three (3) days NO late assignments will be accepted and the assignment will be graded a zero (0). You are reminded to plan accordingly for unexpected events such as illness, work obligations or family events. There will be NO response by the instructor to student requests for further extensions or pleas for not assessing the penalty. This policy does not apply to the online tests – these must be completed within the allocated time window.

That said, if you are having profound issues related to finishing the course (or others) please contact your Academic Advisor for assistance. <https://uwaterloo.ca/registrar/current-students/advisors>

Illness

People get sick. And during this pandemic there are many ways to become ill. The best way to handle this situation is to keep the Instructor informed. This allows me to know what you are facing and for me to brainstorm options and solutions to help you complete the course.

Self-declaration of COVID symptoms. The University of Waterloo has provided a self-declaration for COVID symptoms for students via Quest. Please note that while I can access this information you must ALSO email me if you have made this declaration.

<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness>

As you will see on the above website this is for 14 days. Other illnesses, or if the illness will last greater than fourteen days, must be reported using the Verification of Illness Form

As the website notes:

“Ultimately, the authority for deciding whether your request for consideration will be granted rests with the instructor. Regardless of whether consideration is provided, you are responsible for contacting the instructor/faculty member to discuss how you will meet the course requirements.”

Research Method Reflections (Due Sept 13 & Dec 7)

Reflection #1 (Due Sunday September 13 by 11:59 p.m.)

3 different ways to complete (your choice)

1. Record a video introduction answering the questions below and post through Bongo connection in LEARN
2. Email Denise by September 13th and arrange a 10 minute video meet and greet to also include answering the questions below.
3. Write max 750 words introducing yourself and answering the questions below. Introduction to YOU and your values about research (emailed to Denise)

Please start with your name, year of study, program, pronouns and anything else you would like me to know. Please share something about you so I can get to know you better (e.g., family, travel, work, hobbies, pets, your summer etc.). Then include a critical self-reflective analysis of what you bring to the study of research methods in SMF. Some questions to think about while you prepare:

What are your values/beliefs/expectations/assumptions about research or about the study of SMF? What past experiences have you had that might influence the way you perceive research?

What fears do you have going into this class? What expectations do you have in taking Research Methods?

Final Reflection #2: Course Experience & Personal Journey

(Due by Sunday December 6, 11:59 p.m.)

Two submission options:

1. Video recording in Bongo
2. Written (max 750 words)

The second reflection will focus on your experience and personal journey throughout the semester, relative to the issues you highlighted in your first reflection. How has your learning changed/evolved over the term? What do you understand about research methods and how it will be used/inform your future education and career?

Tri-Council Policy Statement Tutorial (5% of total mark)- Certificate of Completion Due by Sunday September 27th, 11:59 p.m. in DropBox

The 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 UW. The TCPS-2 applies to ALL researchers who receive funding from tri-council agencies (SSHRC, CIHR, NSERC). 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 have involvement in collecting data with human participants and is required regardless of the source of funding.

The Assignment: You will complete the online tutorial during Week 3. It typically takes approximately 3 hours to complete. The TCPS-2 course is interactive to enhance your learning. When you have finished, please save your certificate (it can be saved as a PDF file and upload it into LEARN by the due date). Completion by the due date earns you the full 5%. Late completion of THIS assessment will be assessed a deduction of 20% per day (including weekends). After 5 days late it will NO longer be accepted and a grade of zero will be assigned.

On-line Tests (2 X 15% = 30% of final grade) Week 6 & Week 11

There will be two tests that focus on content from all readings, videos, lectures and activities. These will be on-line. You are reminded that academic integrity is expected –each student is take to the tests on their own without any contact or consultation with another student or individual. Students who are suspected of Academic Misconduct will be turned over to the Associate Dean. That said, these tests are “open book” so you may consult your readings and other course materials.

As the course progresses I will give more information about content. In the meantime, I can share that you will be able to complete the test any time during the week it has been allocated so long as you have completed it by 11:59 p.m. Sunday of the week in question. For example, the test in Week 6 must be completed by Sunday October 25, 2020 by 11:59 p.m. You will have only ONE (1) opportunity to complete the test and there will be a time limit on how long you have to complete the test once you have begun. You are advised to study for these tests as you won't have enough time to search for all the answers during the time allotted.

Small Weekly Assessments (5 X 4% = 20% of final grade)

There will be a series of small assignments sprinkled throughout the semester designed to get you to spend time becoming comfortable with online research, reading and digesting research and undertaking small scale methods. These assessments are noted below in the Course Schedule and there will be postings in LEARN. Please look for the instructions in the Content section of LEARN for the week and topic.

Journal Article Annotation and Critique (5%)

Due in Week 9 Sunday November 15 by 11:59 p.m. Complete instructions available in Content section of LEARN.

Literature Review and Research Proposal (40%) (Due Friday December 11, 2020 by 11:59 p.m.)

This INDIVIDUAL project will be the culmination of your learning in this course. Consistent with the course goals of developing critical thinking and applying course learning you will construct your own research project.

This project will include:

> a detailed literature review that provides the background/rationale for your research project.

You will be allowed to select an SMF research area of your choosing. The focus for the literature review will be on providing a thorough review of the research through a careful search of the library (books and journals on your topic), appropriate library research, distilling what has been done and the research gaps.

>Research Question: You will devise your research question based on the gaps/areas for further research.

>Methods: You will be required to outline your proposed methodology and justify the choices of method.

> Ethical considerations: Finally, you will conclude with a section focused on the ethics associated with your research proposal.


More detailed instructions will be forthcoming later in the course.

Course Outline / Class Schedule

Every effort will be made to follow this schedule. Nevertheless, additions/deletions/alterations may be made as necessary.

Week	Date	Topic	Action Items: Readings, Online Instruction and Assessments (See weekly Content sections in LEARN for up-to-date list)
1	September 8-13	<p>Orientation to Course: Please read the course syllabus (in detail), complete readings, view videos and complete first assessment by Sunday evening.</p> <p>Topic: Introduction to Research Methods - The Science of Psychology</p> <p>Reading Research on Relationships</p>	<p>Textbook*: Chapter 1 (pp. 1-18) *All references to Textbook refer to the online Research Methods in Psychology (2nd Canadian Edition). See Course home page where a widget with the text has been created for easy access.</p> <p>See Dragon & Duck Chapter 1 – See Course Reserves link in LEARN to access this online book</p> <p>Watch Intro Video from Denise</p> <p>Reflection #1 Due Sept. 13</p>

2	September 14 - 20	Topic: Getting Started in Research	Textbook Chapter 2 See LEARN for additional readings & content Textbook Chapter 11 (Presenting your research – hone in on APA writing) Assignment due Sunday Sept. 20
3	September 21-27	Topic: Research Ethics	Textbook Chapter 3 Tilley. S.A. (2016).Ch. 3: Research ethics and qualitative research (pp. 70-99) in Doing respectful research: Power, privilege and passion. (See PDF in LEARN) Assignment: Register and Complete the TCPS2 CORE for learning to do ethical research (approx. 3 hours) https://tcps2core.ca/register When completed upload the PDF of your Certificate of Completion due in DropBox by September 27th (11:59 p.m.)
4	September 28 - October 4	Theory and Research	Textbook Chapter 4 Bengston et al. Ch. 1: Theory and Theorizing in Family Research: Puzzle Building and Puzzle Solving (see Week 4 Content for pdf)

			<p>See one pager by Tilley on “Research plan” (LEARN)</p> <p>Wk 4 Assignment on theory due Sunday Oct 4</p>
5	<p>October 5 – 9 (short week due Reading Week starting on the 10th)</p>	<p>1. Psychological Measurement</p> <p>2. Dragon & Duck on Love research</p>	<p>Textbook Chapter 5</p> <p>Online book via Course Reserves in LEARN Understanding research in personal relationships by Dragon & Duck. Please read the Chapter 3 on Love Textbook Chapter 6</p> <p>Assignment (see LEARN) Note: Per UW regulations no exams or assignments may be scheduled during Reading Week. Assignment is due Fri Oct 9th but you can submit as late as the 18th with NO penalty.</p>
	<p>October 10 - 18</p>	<p>READING WEEK Happy Thanksgiving!</p>	
6	<p>October 19 - 25</p>	<p>Experimental Research</p>	<p>Textbook Chapter 6</p> <p>Test #1 available this week – complete by Sunday October 25, 11:59 p.m. (Covers all materials in weeks 1-5, Week 6 will be covered during Test #2)</p>

7	October 26 – November 1	1. Non-Experimental Research 2. Single-subject research	Textbook Chapter 7 Textbook Chapter 10
8	November 2 - 8	Survey Research	Textbook: Chapter 9 + Chapter 6: Asking Questions from Bryman & Bell: Social Research Methods (See LEARN for Pdf) Assignment: Constructing Survey Questions (Due Sunday November 8)
9	November 9 - 15	Qualitative Research & Analysis	Review Chapter 7 sections on Qualitative research in chapter on Non= experimental research + Chapter 12: Qualitative Interviewing from Neuman & Robson: Basics of Social Research (2018) (see Pdf in Wk 9 Content) Article: Christian H. Jordan, C.H., & Zanna, M.P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), The self in social psychology (pp. 461- 470). Philadelphia: Psychology Press (See LEARN) Journal Critique assignment

			<p>due this week – Sun Nov. 15</p> <p>NOTE: Assignment on writing qualitative interview questions due NEXT Sunday November 22</p>
10	November 16-22	Materials-Based Methods	<p>See LEARN for pdf chapter from The Art and Science of Social Research on Materials Based Research</p> <p>Auster, C.J. & Auster-Gussman, L.A. (2016). Contemporary mother's day and father's day greeting cards: A reflection on traditional ideologies of motherhood and fatherhood? Journal of Family Issues, 37(9), 1294-1326.</p> <p>Watch Jean Kilbourne's video 2010: Killing Us Softly 4: Advertising's Image of Women (Link through Content on Learn for this week. You will need your UW library credentials to access)</p> <p>Reminder Assignment Due: Writing qualitative questions due this Sunday Nov 22</p>
11	November 23 - 29	Meeting for your Research Proposal **Make an appointment with Denise to discuss your topic	<p>Course readings complete. Focus on finding and reading research for your research</p>

			proposal. Test #2 – Online Covers materials from Weeks 6-10 – Complete by Sunday November 29
Note	November 23rd	Final day to WD from course, No Grade	
12	November 30 – December 7 (last official class day of term)	Presenting your Research	Review Textbook Chapter 11 as you write your proposal Research Proposals due next week! Final video or written reflection due by end of Monday December 7.
Note	December 8	Pre-Exam Day (nothing scheduled)	
	Final Assessment & Exam Period		There is NO final exam. Literature Review and Research Proposal Due by Friday December 11, 2020 11:59 p.m.

Important Information
University of Waterloo Student Health and Academic Support Services

Note: During this time of remote learning you can contact all of the UWaterloo telephone numbers below and be connected to services.

UWaterloo Campus

Counselling Services

- ▶ Email: counseling.services@uwaterloo.ca
- ▶ <https://uwaterloo.ca/campus-wellness/counselling-services>

Phone: 519-888-4567 ext. 32655

Health Services

- ▶ Phone: 519-888-4096

Sexual Violence Response Coordinator

- ▶ 519-888-4567 ext. 46869
- ▶ <https://uwaterloo.ca/student-success/blog/post/meet-sexual-violence-response-coordinator>

UW Police Services

- ▶ Phone: 519-888-4911
- ▶ Alternate phone: ext. 22222

AccessAbility Services

- ▶ Email: access@uwaterloo.ca
- ▶ <https://uwaterloo.ca/accessability-services/>
- ▶ Phone: 519-888-4567 ext. 35082

Centre for Mental Health Research

- ▶ Email: cmhr@uwaterloo.ca
- ▶ Phone: 519-888-4567 ext. 33842

Student Success Office

- ▶ Phone: 519-888-4567 ext. 84410

Off campus, 24/7

Good2Talk

- ▶ Phone: 1-866-925-5454
- ▶ Alternate Phone: 211

Here24/7

▶ 1-844-437-3247

Waterloo Region Sexual Assault and Domestic Violence Treatment Centre

▶ Phone: 519-749-6994

Grand River Hospital

▶ Phone: 519-742-3611

Waterloo Regional Police

▶ Phone: 911

Sexual Assault Support Centre (24 hour helpline)

▶ Phone: 519-741-8633

SHORE Centre

▶ Phone: 519-743-9360

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

<https://uwaterloo.ca/arts/>

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,](#) 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.

ACADEMIC INTEGRITY

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](#), 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. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the [St. Jerome’s University Policy on Student Petitions and Grievances](#) (other than a petition) or the [St. Jerome’s University Policy on Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#), www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

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

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 WRITTEN 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 express written 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

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect, and responsibility.