



ST. JEROME'S UNIVERSITY

Department of Sexuality, Marriage, and Family Studies

SMF 250: Family Policy and the Law

Fall 2022

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

SJ2 2007

Instructor: Dr. Denise Whitehead

Office: Sweeney Hall 2217

Office Phone: 519-884-8110 x28281

Office Hours: Mondays & Wednesdays 2:30 to 3:30,

By appointment, and right after class for a few minutes!

Email: denise.whitehead@uwaterloo.ca

Meeting with me and Email Correspondence

I am generally available immediately after class to answer any quick questions you may have. You are also welcome to visit me during office hours or make an appointment to arrange a mutually convenient time to meet with me. Please contact me/come to see me if you are having medical/psychological issues that are compromising your ability to complete the course successfully. Generally, tackling these issues earlier, rather than later in the course, allows for more options. Email is generally answered the same day – Monday to Friday – and at other times when I am able. If you haven't heard from me within 24 hours during the business week, please resend your email in case I didn't receive or it got lost among the long list of emails I receive.

Course Description from UW Calendar

There is a persistent tension in our society about where the responsibility for children lies: the family or society. This course examines various topics in Canadian social and family policy that affect children's development and family well-being. Topics may include the legislative provisions in areas such as parenting supports, income security, family law, youth justice, caregiving, and the distinct framework for Indigenous families.

Prereq: Level at least 2A.

Antireq: SMF 366 taken winter 2018

Required Readings

NOTE: This syllabus presents a preliminary list of the readings. I may add readings as we progress through the course and want to explore new themes and territory.

There is no assigned textbook for this course. All readings are to be found online, in LEARN, or through the UW library system.

Course Goals and Learning Outcomes

This course focuses on current social policies, programs and services and existing gaps that affect individuals and families across the life-span with a primary focus on children and parents and family well-being. The course will examine a combination of theoretical perspectives and broad social forces that shape government policies, legislation, agency interventions, and community supports. The primary focus will be on federal and provincial/territorial policies in Canada.

The main objectives of the course are to:

1. Demonstrate a contextual understanding of Canadian social and family policies relevant to children, youth, and families;
2. Explain the implications for social policies on the lives of children, youth and families by focusing on the social determinants of health for Canadians;
3. Illustrate knowledge of the relationships between different levels government and non-government bodies in developing and modifying existing social policies;
4. Demonstrate critical analysis skills by analyzing and critiquing existing policies and offering solutions to policy dilemmas;
5. Critically reflect on policy research and practice, particularly with respect to diversity among individuals and groups in Canadian society.
6. Demonstrate an interdisciplinary and historical understanding of social policy in Canada and beyond.

Course Assignments & Evaluation

| | | |
|---|-----------|--|
| Participation | 10% | Each Class |
| In-class essays | 60% | (3 x 20% each) (Wed Sept 28, Wed Oct 26, Mon Dec 5) |
| Knowledge Translation Activity & In Class Presentation | 25% 5% | Due Sunday November 27th by 11:59 pm Monday Nov 28 th & Wednesday Nov 30 th |

PARTICIPATION (10%)

This course involves a high degree of engagement in the classroom. A successful course of this nature requires active participation of ALL students. This course presupposes a strong interest and a willingness to engage in, and with, the material. The **ideal “active participant”** is a student who contributes to the discussion during every class period, or tries to contribute by raising their hand often when questions are asked. This student shares interesting and/or thought provoking ideas that are relevant to the topic and to the readings.

Consistent with the course goals, class participation will be demonstrated by discussion and active engagement with the activities. Your class participation may not be passive; there must be reciprocity in the classroom where you both listen and share/contribute (*most students who don't do well on their participation grade have often not contributed much to the discussions*). Therefore, each student must contribute to all discussions, including full class and small group, and fully participate in all activities and assignments.

Your participation grade will be assessed by the instructor based on her perceptions about your preparedness of having done the readings, quality of your contributions, sensitivity and compassion in listening to others, and your attitude and level of engagement in the course. Non-course related computer and phone use during class will significantly lower your participation grade.

See Appendix A for a participation grade rubric.

IN-CLASS ESSAYS (3 x 20% each = 60% of final grade)

Evaluation of your understanding of course material will be through in-class essays. These essays will be written during class time and will be "open book." Open book means you will be allowed to bring in your course related materials AND, if you wish (and advised to do) a SUMMARY of your course materials to facilitate writing your answers. You are strongly advised to understand that open-book tests still require advance preparation. You may bring your laptop to type your answers and upload your answers into the appropriate DropBox. If you prefer, you may also handwrite your essay (provided you have legible writing).

KNOWLEDGE TRANSLATION & MOBILIZATION (KTM): What families or policy makers need to know (25%)

Navigating the policy landscape can be challenging! This activity is designed to have you distil information from current policies into a user-friendly format for policy makers, service providers, or families. It is vital that you consider your audience when you decide how best to share the policy details.

Students will work individually, or in pairs. You are encouraged to be creative in your delivery (e.g., you are free to develop an infographic/print-based tool (maximum 2 pages or larger poster), a podcast/audio ,video or something else (maximum 2 minutes). Should you decide to create an alternate form to those described above please consult with the instructor first to ensure it is appropriate.

This is a the final cumulative assessment for this course on a specific topic of your choosing. Expectations include:

- Use of additional research and resources to fully understand the topic (beyond any course materials). Knowledge translation starts with YOU as the expert that distills the key information. It is wise to think about this like you were writing a 20 page

essay on the topic. You need to read and research thoroughly so that you can thoroughly and accurately present the information your consumer of your KTM needs to know.

- Level of language usage must be appropriate for the audience. Writing to persuade government or head of a business organization likely means you are dealing with post-secondary educated individuals who can read at a level similar to you. Writing for the general public requires far different considerations. Read here to understand: <https://www.writing-world.com/grammar/readable.shtml>
- A References List will be submitted as part of the project. References can/should be used in the KTM as appropriate. Individuals in government may want to be able to link the information presented with the resources, a KTM directed at the public likely has very different needs and isn't likely to look up a journal article, but they might be interested in a website that has additional "accessible" information.
- KTMs should be persuasive. They should get the audience's attention and stimulate their interest to want to read/access what you are sharing.
- The information must be highly accurate (they are relying on your expertise) and accessible.
- KTMs should strive to be inclusive of the diversity that one finds within the population that is addressed.

National Council of Family Relations published a number of articles on knowledge translation in Winter 2021. See this link to access these resources:
<https://www.ncfr.org/ncfr-report/winter-2021>

Your KTM is **due Sunday November 27th by 11:59 p.m.**

In class presentations of your KTM will take place on Monday November 28th and Wednesday November 30th. (5%)

The following topics are available for this activity – only 1 person/2 person group per topic will be permitted. I will provide a sign up sheet in Week 5 for topic selection.

Topics:

- 1) Social Assistance & Child Benefits;
- 2) Child Protection;
- 3) Indigenous Families
- 4) Parental separation impact on children;
- 5) Child Care;
- 6) Education (pick one: 6a) primary, 6b) secondary or 6c) post-secondary);
- 7) Youth Justice;

- 8) Paid/unpaid leaves for family caregiving (pick one category such as children, compassionate care, etc.)
- 9) Disability supports
- 10) Aging and Caregiving
- 11) Other suggestions if discussed with Denise

READINGS

Social policy is an area of study that is usually new to students. My goal is not to have you learn everything, but to guide you in identifying and understanding the issues and how one might find resources and employ those in evaluating social policy concerns. This is an area of constant change – learning how to identify the issues and seek information to help one form an opinion is the cornerstone of being an educated ‘consumer,’ active citizen and competent professional.

CLASS SCHEDULE


| Date | Topics covered | Readings **There will likely be additional readings throughout the course** |
|---|--|--|
| Week 1 (half week) Wed September 7 | Welcome and Introduction to the Course! | <ol style="list-style-type: none"> 1) Please carefully read this syllabus and mark the dates of course assessments in your calendar. 2) Read: Hurley, K. (2022, July 15). The U.S. leaves parents on their own for a reason. https://www.theatlantic.com/family/archive/2022/06/us-paid-parental-leave-child-welfare-tax-credit/661276/?utm_source=copy-link&utm_medium=social&utm_campaign=share 3) Read: PM Justin Trudeau letter of appointment of The Honourable Karina Gould, Minister of Families, Children and Social Development. URL: https://pm.gc.ca/en/mandate-letters/2021/12/16/minister-families-children-and-social-development-mandate-letter |
| Week 2 | What is social & family policy? | Bogenschneider, K. (2013). Making a global case for family policy: How families support society and how |

| | | |
|---|--|---|
| <p>Mon September 12</p> <p>Wed September 14</p> | <p>Why does a focus on family policy matter?</p> <p>Statistics: Who and what counts as family?</p> | <p>policies support families. In A. Abela & J. Walker (Eds.) Contemporary issues in family studies: Global perspectives on partnerships, parenting and support in a changing world. (pp. 369-381). Wiley Blackwell. See LEARN where I have placed a scanned copy of the chapter.</p> <p>Statistics Canada (2022). State of the union: Canada leads the G7 with nearly one-quarter of couples living common law, driven by Quebec. Available at: https://www150.statcan.gc.ca/n1/daily-quotidien/220713/dq220713b-eng.htm</p> <p>Statistics Canada (2017, August). Portrait of children's family life in Canada in 2016*. https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016006/98-200-x2016006-eng.pdf</p> <p>Get to know the Vanier Institute of the Family https://vanierinstitute.ca/ <i>Look at 50 Years of Families in Canada</i> https://vanierinstitute.sharepoint.com/sites/PublicWebResources/Documents/Public%20Files/INF_50-Years-Families_TIMELINE_EN-FR.pdf?ga=1</p> <p>*Note the above 2017 report is based on the 2016 Census. StatsCan has not yet released similar reports from the 2021 Census hence this is the most up to date information we have.</p> |
| <p>Week 3 Mon September 19</p> <p>Wed September 21</p> | <p>Policies in Canada: Roles of Government in making social policy</p> <p>Influences on policy development: Ideologies and theories</p> <p>UN Convention on the Rights of the Child</p> | <p>Encyclopedia. Com: Family Policy. Read at: https://www.encyclopedia.com/reference/encyclopedia/s-almanacs-transcripts-and-maps/family-policy</p> <p>The Canadian Encyclopedia. Social Programs in Canada. Read at: https://www.thecanadianencyclopedia.ca/en/article/social-programs-in-canada?gclid=Cj0KCQjw0oyYBhDGARIsAMZEuMtMHCqP51GMXtkllkV1jygBKgbKl tkJe2Mg-yqfkom1XQKsD9Kof4aAthREALw_wcB</p> |

| | | |
|--|--|--|
| | | <p>Graham, J.R., Swift, K. J., & Delaney, R. (2012). Chapter 3: Contemporary social policy structures (pp. 46-67). From <i>Canadian Social Policy: An Introduction</i> (4th ed). Available on LEARN.</p> <p>McKenzie, B. & Wharf, B. (2016). Ideology and the social and political environment of policy-making (pp. 15-40). In <i>Connecting Policy to Practice in the Human Services</i> (4ed). Oxford. (Available in LEARN)</p> <p>McKenzie, B. & Wharf, B. (2016). Policy making and Indigenous Peoples in Canada (pp. 237-263). In <i>Connecting Policy to Practice in the Human Services</i> (4ed). Oxford. (Available in LEARN)</p> <p>UN Convention on the Rights of the Child https://www.unicef.ca/en/policy-advocacy-for-children/about-the-convention-on-the-rights-of-the-child?ea.tracking.id=20DIAQ01OTE&19DIAQ02OTE=&gclid=Cj0KCQjw39uYBhCLARIsAD_SzMQzGblxNsKsGcoxXzVI6EHImbUnls4kJjMy4t2x48YCx4erUy-CB2EaAr36EALw_wcB</p> |
|--|--|--|

Tuesday September 20th: Add Period Ends

| | | |
|--|--|--|
| <p>Week 4 Mon September 26</p> | <p>Social Determinants of Health</p> <ul style="list-style-type: none"> • More than \$ • What is full Inclusion vs Exclusion? | <p>Canada's Public Health Leader. (n.d.). What are the social determinants of health? Retrieved from https://www.cpha.ca/what-are-social-determinants-health</p> <p>Raphael, D. (2010). The health of Canada's children. Part III: Public policy and the social determinants of children's health. <i>Paediatric Child Health</i>, 15(3): 143-149. Available at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2865950/</p> <p>Kim, P. J. (2019). Social determinants of health inequities in Indigenous Canadians through a life course approach to colonialism and the residential school system. <i>Health Equity</i>, 3(1), 378-381.</p> |
|--|--|--|

| | | |
|---|---|---|
| | | https://www.liebertpub.com/doi/10.1089/heq.2019.0041 |
| Wed September 28 | In-class Essay #1 (20%) | Open Book. To be typed in class and uploaded into LEARN |
| Week 5 Mon October 03 Wed October 05 | Income Insecurity, Poverty, Income Replacements <ul style="list-style-type: none"> The Canada Child Benefit Let's do a family budget <p><i>Sign up this week for KTM topic</i></p> | <p>From Campaign 2000. https://campaign2000.ca/wp-content/uploads/2021/11/Ontario-Poverty-in-the-midst-of-plenty-EN_FINAL.pdf</p> <p>Raphael, D. (2011). Poverty in childhood and adverse health outcomes in adulthood. <i>Maturitas</i>, 69, 22-26.</p> <p>Canadian Centre for Policy Alternatives. (2016). Maps you'll never find at the gas station: Ontario's working poor. Available at https://www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario%20Office/2016/07/CPA%20ON%20OnPolicy%20Summer%202016%20.pdf</p> <p>Statistics Canada (2020). Income in Canada (infographic). https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2022040-eng.htm</p> <p>Carrick, R. (2016 – updated 2017). New Canada child benefit is a win for most families. Retrieve from https://www.theglobeandmail.com/globe-investor/personal-finance/household-finances/new-canada-child-benefit-is-a-win-for-most-families/article31017291/</p> |
| <p>Fall Reading Week -- Saturday October 8 – Sunday October 16:  No readings or assignments/exams may be scheduled during this time</p> | | |
| Week 6 Mon October 17 | Work and family | Perry-Jenkins, M. & Gerstel, N. (2020). Work and family in the second decades of the 21 st century. <i>Journal of Marriage and Family</i> , 82(1), 420 – 453. (Retrieve from UW library) |

| | | |
|---|--|---|
| Wed October 19 | NCFR Knowledge Translation Webinar *See IRPP (Institute for Research on Public Policy) website that gives awards for this kind of work - https://irpp.org/2022/07/knowledge-mobilizer-awards/ | <p>Leclerc, K. (2020). Caring for their children: Impacts of COVID-19 on parents. From Statistics Canada at https://www150.statcan.gc.ca/n1/pub/45-28-0001/2020001/article/00091-eng.htm</p> <p>Robson, J. (2017, November). Parental benefits in Canada: Which way forward? IRPP. Available at http://irpp.org/wp-content/uploads/2017/03/study-no63.pdf</p> <p>Visit Employment and Social Development Canada for information on FAMILY BENEFITS at http://www.hrsdc.gc.ca/eng/jobs/ei/index.shtml</p> |
| Week 7 Mon October 24 | Child Care & Early Learning | <p>Fisher, J. & Thomas, J. (2022). Net child care costs in Canada. Canadian Public Policy, 48(2), 225-253. Available at https://www.utpjournals.press/doi/full/10.3138/cpp.2021-079</p> <p>Canada-Ontario early years and child care agreement. https://www.ontario.ca/page/canada-ontario-early-years-and-child-care-agreement</p> <p>From CCRU - Briefing notes – August 2022 (3 pp.) https://childcarecanada.org/sites/default/files/BN-Advocating-collective-responsibility.pdf</p> <p>Explore additional information and resources of the Childcare Resource and Research Unit (CCRU) at https://childcarecanada.org/</p> |
| Wed October 26 | In-class Essay #2 (20%) | Open book. To be typed in class and uploaded into LEARN |

| | | |
|---|--|--|
| <p>Week 8 Mon October 31</p> <p>Wed November 2</p> | <p>Parental separation: Impact on children</p> | <p>McIntosh, J. (2003). Enduring conflict in parental separation: Pathways of impact on child development. <i>Journal of Family Studies</i> 9(1), 63-80.</p> <p>Bala, N. (2018). Reforming the parenting provisions of the <i>Divorce Act</i>: A Commentary on Bill C-78. National Family Law Program. Available at https://afccontario.ca/wp-content/uploads/2018/06/Bala-Divorce-Reform-June-2018.pdf</p> <p>Legislative background: An Act to amend the Divorce Act etc. (Bill C-78). Available at https://www.justice.gc.ca/eng/rp-pr/fl-lf/famil/c78/03.html</p> <p>Family Violence (Government of Canada). https://www.justice.gc.ca/eng/cj-jp/fv-vf/index.html</p> |
| <p>Week 9 Mon November 7</p> <p>Wed November 9</p> | <p>Family Caregiving: Aging & Disability</p> <ul style="list-style-type: none"> Consider how demographics impact policy making | <p>Statistics Canada (2022, April). A generational portrait of Canada's aging population from the 2021 Census. Available at https://www12.statcan.gc.ca/census-recensement/2021/as-sa/98-200-X/2021003/98-200-X2021003-eng.cfm</p> <p>Turcotte, M. (2013). Family caregiving: What are the consequences? Retrieve from http://www.statcan.gc.ca/pub/75-006-x/2013001/article/11858-eng.pdf</p> <p>Resources: The Ontario Caregiver Organization. https://ontariocaregiver.ca/</p> |
| <p>Week 10 Mon November 14</p> | <p>Topic and associated readings TBD by the class!</p> | |

| | | |
|---|---|--|
| Wed November 16 | | |
| <p>Note this important Date: November 22nd, 2022</p> <p>LAST day to drop a class and receive <i>WD (Withdrawn, NO credit granted, no grade assigned)</i>.</p> <p><i>Dropping this or any course after this date results in <i>WF (Withdrawn/Failure, no credit granted, value 32% - grade assigned for class(es) dropped during this period)</i></i></p> | | |
| <p>Week 11 Mon November 21</p> <p>Wed November 23</p> | <p>KTM Work Week</p> | <p>NOTE: Sunday November 20, 2022 is National Child Day in Canada https://childrenfirstcanada.org/events/national-child-day-2022/</p> <p>This special day recognizes our country's commitment to upholding the rights of children and two historic events: the 1959 signing of the UN Declaration of the Rights of the Child and the adoption of the UN Convention on the Rights of the Child in 1989. Globally, the day is known as World Children's Day.</p> <p>We invite you to join our annual celebration! Click the button below for event information, updates and resources.</p> <p>Learn more</p> <p>In 2024 the United Nations will mark the 30th year of the International Year of the Family</p> |
| <p>Week 12 Mon November 28</p> <p>Wed November 30</p> | <p>KTM DUE (25%)</p> <p>In Class Presentations (5%)</p> | <p>Knowledge Translation Activity due SUNDAY NOVEMBER 27TH BY 11:59 p.m.</p> <p>We will use this week's classes for each person/group to present and share their KT project with the class.</p> |
| <p>Half Week Mon December 5 (our last class day)</p> | <p>In-Class Essay #3 (20%)</p> | <p>Open book. To be typed in class and uploaded into LEARN</p> |

COVID-19 MANAGEMENT AND CONTINGENCY PLANS

Student COVID-19 cases

- Students are instructed NOT to come to class or attend other in-person activities if they are experiencing COVID-19 symptoms or are required to self-isolate. The public health guidelines for self-isolation are always changing so please monitor for those instructions.
- In the event of an 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. <https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness-isolation>
- A doctor's note for accommodation is not required.
- You can contact the COVID-19 Support and Advice line for more information or to report your illness. See <https://uwaterloo.ca/campus-wellness/covid-19-testing-assessment-centre/covid-19-support-and-advice>
- If students cannot attend classes due to self-isolation, notes will be provided and the student may schedule an appointment with the professor for further details. If more than one student is absent, the meeting time will be scheduled for all absent students.

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:** In the event the university ceases in-person instruction or I become ill and cannot teach in person classes whether on a short or long term basis, classes will be held online in an asynchronous format and made available on LEARN.
- **Cancellation of in-person tests:** Tests will be shifted to a write-at-home format, but the general principles of the in person test will apply: the test will be held during our scheduled class test time and the time for writing will be limited to the allotted class time (1 hour 20 minutes). Answers will be uploaded into DropBox in LEARN consistent with the in-person tests outlined above.

Expectations

Late Work

1. Assignments are due on the dates and times indicated in the course outline. 10% will be immediately deducted if a student misses the due date and time. An additional 10% will be deducted each day (including weekends) until the assignment is submitted. Any late assignments will only receive a grade and no feedback. After 3 days late an assignment will **no longer be accepted** and will be given a grade of Zero.

2. Exceptions will only be made under unforeseeable and extraordinary circumstances. Evidence of such circumstances must be provided to the instructor in the form of supporting documentation from an appropriate source (e.g. Verification of Illness Form, doctor's certificate, which must suggest both the unforeseeable nature of the circumstances

and the severity), copy of obituary, police report, etc. Students with acceptable documentation must contact the instructor within 48 hours of the due date to make alternative arrangements. If no contact is made, a mark of “zero” will be given on the assignment.

3. Elective arrangements (such as travel plans) are not considered acceptable grounds for late work, granting an extension, requesting alternative examination times, or excusing poor performance.

Important Information

Territorial Acknowledgement

I, Denise Whitehead, am a White settler and I recognize that this has shaped my experiences and life circumstances, just as your relationship to this land and the people around you will have shaped yours. I am grateful to be working and studying 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. Acknowledging Canada’s history (and ongoing practices) of colonialism are critical to consider in the context of relationships and families; we will talk more about this throughout the term.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ 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](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf). When in doubt, please be certain to contact the St. Jerome’s Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ 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-](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. 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/.

Illness

People get sick. And during this pandemic there are new ways to become ill. The best way to handle this situation is to keep me (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.

<https://uwaterloo.ca/campus-wellness/health-services/student-medical-clinic/verification-illness-services>

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.”

Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor(s), 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 given their consent).

Appendix A: Participation Grading Criteria

10 – Excellent attention, high degree of classroom engagement, high degree of critical, insightful contributions, and frequent contributions in (most) every class, clear indication that course readings completed before each class.

9 – Excellent attention, high degree of classroom engagement, some critical, insightful contributions, frequent contributions, but not always every class, clear indication that course readings completed before each class.

8 – Excellent/Very good attention, very good degree of classroom engagement, frequent contributions often anecdotal with some effort to be critical, clear indication that course readings completed before each class.

7 – Very good attention, very good degree of classroom engagement, and occasional contributions, but more anecdotal, clear indication that most course readings completed before each class.

6 – Good attention, moderate to good classroom engagement, possibly some media use, and occasional contributions, clear indication that most course readings completed before each class.

5 – Good attention (possibly related to sporadic attendance), moderate classroom engagement (possibly related to media use), but virtually no contributions, moderate indication that course readings completed before each class.

4 – Some attention/attendance, and/or high media use, occasional contributions, moderate indication that course readings completed before each class.

3 – Poor attention/attendance, and/or high media use, sporadic contributions, very little indication that course readings completed before each class.

2 – Poor attention/attendance, and/or high media use, little to no contributions, very little indication that course readings completed before each class.

1 – Little to no attention/low attendance, and/or high media use, little to no contributions, little to no indication that course readings completed before each class.

0 – No or minimal attendance – therefore not available for participation, little to no indication that course readings completed before each class.