



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

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

SMF 305: Social Issues and Controversies in Human Sexuality

Winter 2022

INSTRUCTOR INFORMATION

Instructor # 1 (until February 27, 2022): Angela Underhill (pronouns: she/her)

Email: angela.underhill@uwaterloo.ca

Instructor #2 (beginning February 28, 2022): Stacey Jacobs (pronouns: she/her)

Email: s3jacobs@uwaterloo.ca

Class Schedule: Tuesdays and Thursdays from 4:00 – 5:20 pm, STJ J

Student Drop-in Hours: By appointment (we can find something that works for everyone)

Note: ALL course inquiries should be directed to Angela Underhill until February 27, 2022. Beginning February 28, 2022, all course inquiries should be directed to Stacey Jacobs.

WELCOME AND COMMUNICATION

WELCOME TO SMF 305! Stacey and I are thrilled that you are taking this class. The best way to reach us this term is in-person during class or immediately following class (once we are in person)! The next best way is via email (see above), or through the Ask the Instructor discussion board. You are also welcome to email me and/or Stacey (depending on the date – **see note above**) to arrange a mutually convenient time to meet if you want or need more time and/or are unable to see us following class. We are generally only on campus on in-person class days; however, we are very happy to meet via Zoom or by phone on alternate days. Our job is to support you this term, so please know we are very happy to meet with you!

We will respond to emails within 24 business hours (i.e., Monday to Friday), and at other times when possible. If you haven't heard from us within 24 hours during the business week, please resend your email in case it was not received. Always use your UWaterloo email address when reaching out.

CONTINGENCY PLAN

Please note that this course has been designed as an in-person course. This means that we are planning for a return to in-person beginning February 1 (of course watch your email for institutional updates which may impact this plan). This means that, while I will post lecture content for Units 01 and 02 (see below), Unit 03 will be presented by guest lecturers and all of

you in person. For this reason, if we get the chance to return to in-person, there will be weeks where the course content will not be available in alternate/recorded formats. This is an exciting part of the course as hearing alternate perspectives is key to gaining more breadth and depth regarding social issues in human sexuality.

That being said, Stacey and I are very aware that we may need to be flexible. Flexibility has been built into the course in terms of assessment requirements related to attending class and we do have contingency plans in place if we cannot return to in-person learning (or we later need to resume remote learning again). **For Units 01 and 02, our plan will be to hold the class remote asynchronously if in-class learning is not possible due to local health guidelines. We would like you to block all class times following Reading Week in your calendar as we currently plan to hold the classes synchronously at this point (we hope that it is in person, but it may be via Zoom).** During reading week, we will reassess how the remainder of the term will unfold and provide you with an update if anything changes. Regardless, **please make sure you check LEARN and/or your email every morning before making the trip to campus/planning for synchronous delivery. As we all know by now, we are in an evolving situation and last-minute changes may need to be made.**

DISCLAIMER: POTENTIALLY DIFFICULT COURSE CONTENT

In this course, we will explore and address sensitive and/or controversial sexual issues such as sexual abuse, sexual orientation, sexual difficulties, and variations of sexual expression to name a few. If any of these topics might create personal, unmanageable distress on an intellectual and/or emotional level, please check in with yourself. Do you have the supports you need to complete this course at this time? Are there things you/we can set-up now to ensure the course is a positive experience for you? We will, as a class, connect at the beginning of the course to work together to set ground rules. However, we expect that the course will be activating on different levels for different folks throughout the term. We will work together to cultivate a brave space and to step up for one another. If you are feeling very unsure about completing the course, please reach out to me or, if after Reading week, Stacey. It is okay to give yourself permission to not take this course at this time if that is what is best for you. It is also recommended, if any of the presenting topics create some concern for students, that students seek support. See below for a list of resources.

MENTAL HEALTH SERVICES

We are all human, and we all need support sometimes – now more than ever. Please contact your instructor if you are having medical/psychological/personal concerns that are compromising your ability to complete the course successfully. Informing your instructor of these concerns earlier, rather than later in the course generally allows for more options. For your convenience, please refer to the list below for a list of mental health services.

UWaterloo Campus Resources

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 Prevention and Response Office

*Note: this is **NOT** a crisis service. Please see below for a crisis service if you need one.

svpro@uwaterloo.ca

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

UW Special Constable Services

Phone: 519-888-4911

Alternate phone: ext. 22222

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 resources, available 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.

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

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

COURSE DESCRIPTION

This course will provide a detailed examination of selected issues and controversies in the area of human sexuality. Topics may include the role of sex education in schools, nature vs. nurture, censorship, and surrogate motherhood.

Prerequisite: SMF 204 or PSYCH 236; Level at least 2A

COURSE OVERVIEW

This course provides an interdisciplinary, learner-centered perspective of sexual issues and controversies, drawing on family studies, psychology, sociology, feminism, critical scholarship, and more. The course is comprised of lectures, readings, multimedia resources, discussions, and other activities to 1) orient you to the language(s) of various historical, psychological, sociological, anthropological, cultural, and critical theories informing, influencing, and resisting sexual controversies, 2) facilitate the critical thinking that is required for reading and critiquing research in the field of human sexuality, and 3) enable you to apply theories in a variety of ways.

This 300-level Sexuality course is divided into three units to allow us to examine key issues in sexuality that are current, prominent, and controversial. Topics and readings have been chosen to stimulate your thinking about sexuality and challenge your beliefs, values, and attitudes. It is hoped you will approach every class with an open mind, and an attitude of respect and tolerance for those who may think differently than you do and live their lives differently than you do. We intend for this course to be exciting, thought-provoking, and personally meaningful. We will need all of your help to make this happen.

COURSE OBJECTIVES

This course has been designed so that you will be able to:

- Develop a well-rounded (breadth and depth) understanding of the variety of historical, biological, social, political, religious, and cultural forces that shape controversies in human sexuality across the lifespan;
- Identify, summarize, and complicate the factors that shape specific controversies and issues related to human sexuality and situate these factors into broader, applicable contexts;
- Describe and analyze some of the many perspectives that shape our understandings of key social controversies in the field of human sexuality;
- Apply critical thinking and self-reflective skills (written, oral, and/or otherwise) to the

analysis of issues in the field of human sexuality, and be able to assess the strengths, limitations, and implications of your own values and positionality;

- Develop skills in personal attitude recognition and management;
- Become aware of personal values, biases, and beliefs regarding sexual issues and how these biases affect others;
- Communicate about matters related to human sexuality respectfully in a variety of forms (written, oral), while allowing yourself to be open to listening to and evaluating (from a place of evidence) competing perspectives;
- Become more aware and accepting of the diverse lifestyles and sexual value systems of others, and understand how moving beyond tolerance (into acceptance, or support) can transform relationships and human experiences;
- Understand, synthesize, apply and challenge (when appropriate) research about sexuality and comprehend the use of such research in personal and professional contexts;
- Continue to develop academic writing skills by 1) effectively utilizing academic sources in your assignments as part of your analysis, and 2) demonstrating high APA compliance when referencing.

REQUIRED TEXTS [AND OTHER REQUIRED/SUGGESTED RESOURCES]

There is no assigned textbook for this course. Required readings consist of journal articles and other resources which can be accessed through the Course Reserves system. Instructions for accessing these readings are available in LEARN.

COURSE REQUIREMENTS AND ASSESSMENT

Assessments	Date of Evaluation	Weight
Introduction Survey and Discussion	Survey open until January 9 at 11:59 pm in LEARN Survey tool Discussion board open from January 5 – January 16 at 11:59 pm (required; ungraded)	-
Midterm (Weeks 1-6)	TBD based on class vote Quiz will be open for one week (Monday at 12:01 am – Sunday at 11:59 pm) via the Quizzes tool in LEARN.	20%
Reflection Paper	TBD based on class vote. Reflection paper will be due by 11:59 pm in the LEARN Dropbox.	15%
Presentation & Final Paper		55%

Presentation Sign-up	Sunday, January 30 (via Doodle and the Media Choice Discussion Board – see details in assignment instructions) (required; ungraded)	-
Presentation	TBD (as per student completion of Doodle). Presentation documents will be due by 9:00 am on the day of the presentation to the LEARN Dropbox (and, if online, submitted to the Presentation Discussion Board as well)	(25%)
Research Paper	One week after presentation by 11:59 p.m. in the LEARN Dropbox.	(30%)
Peer and Guest Speaker Reflection Surveys (~12 opportunities; top 8 included in final grade)	Ongoing; see Course Schedule below. All Reflection surveys will be due by 11:59 pm the Sunday following the presentation via the Surveys tool in LEARN	10%
		100%

Midterm Quiz (20%)

You will have one midterm based on information related to the readings (textbook chapters and additional articles/videos), lecture material, and all other course material outlined in the Content section of LEARN every week until Week 6 (see course schedule below and LEARN). Remember, all weekly content is testable apart from items marked “OPTIONAL” or “NOT TESTABLE”. This quiz is designed to help you acquire the foundational knowledge you will need to complete the other assessments in this course. The quiz will be conducted online via the Quizzes tool in LEARN. The quiz will be available for completion at the start of the week it begins (Monday at 12:01 am) and remain available until the following Sunday at 11:59 p.m.

You will have ONE (1) attempt to complete the quiz. You will be presented with randomly assigned questions and have 60 minutes to respond. More details will be shared closer to the exam (based on student input). You are reminded that academic integrity is expected – each student is to complete the tests on their own without any contact or consultation with another student or individual. That said, the test will be considered “open book” so you may consult your readings and other course materials. You are advised to study for the test as you won’t have enough time to search for all the answers during the time allotted.

Reflection Paper (15%)

Full assignment instructions (and a grading rubric) are available in LEARN (see “Reflection Paper” under content). This assignment is meant to provide an opportunity for you to integrate

and apply your learning in this course in critical and personal ways. You will be required to identify one (or at most two) topics that stand out to you in the course (for whatever reason). You will be asked to summarize the content that stood out to you with citations to course content, and then view this content through your own lens of experiences (e.g., your family of origin and those relationships you have witnessed/experienced, culture, race, religion, sexuality, other social locations, etc.). The reflection paper will be a maximum of three pages, double-spaced. As this is a personal reflection, the paper should be written in first-person (i.e., “As I read xx, I was reminded of ...”).

Presentation and Final Paper (55% total = 25% for presentation, 30% for final paper)

Full assignment instructions (and a grading rubric) are available in LEARN (see “Presentation and Final Paper” under content). In short, this assignment will consist of three components:

1. Sign up for your presentation slot (Doodle – see assignment instructions) and announce your chosen media for analysis on the Media Choice Forum Discussion (required; ungraded).
2. Prepare and deliver your presentation to the class (ideally in person, but this may also be done online). Presentations will be done in small groups of up to 3 people. Depending on class enrolment, we may be able to allow individual presentations and/or a maximum of 4 people for a few groups if needed. Presentations will be due in the Dropbox by 9:00 am on your presentation day. If we remain online, the presentation must also be uploaded to the Presentation Discussion board by 9:00 am on your presentation day (25%).
3. Complete an **individual** critical literature review paper based on something related to the general topic (not media) you selected for your presentation (30%). This paper will be due one week following your presentation time slot to the Dropbox in LEARN.

Peer and Guest Speaker Reflection Surveys (10%)

There will be approximately 12 classes devoted to hearing from diverse perspectives: specifically chosen guest speakers with expertise in their field, and you and your peers! Hearing competing perspectives and from a variety of sources exposes us to new ideas and can challenge our preconceived ideas. It can also nudge us in the direction of exploring our biases further and looking into evidence we may not have otherwise sought. On guest speaker/peer presentation days, you will be asked to complete a very short reflection survey. You will have until the Sunday following the presentation to submit the survey. Your top 8 surveys will be considered in the grading process. If you are unable to attend a class (if we are in person or you simply need to prioritize something else that week), consider that one of your ‘freebies’. Since we do not know when we might be unable to attend, we highly encourage everyone to attend every class they can so that the ‘freebies’ are not used up before they are actually needed.

COURSE SCHEDULE

Readings will be available through LEARN/Course Reserves via LEARN (found under the heading “Library Resources”; a list of the readings is also available in LEARN). We will continue to add readings, podcasts, videos, etc. as we progress through the course and want to explore new themes and territory. You are responsible for all material that is assigned in this course (unless it is noted as “optional” or “not testable”). All material will be posted to the week it is assigned

on the Monday of each week (under Table of Contents -> Week xx), with the exception of in-person lectures. In-person lecture presentations will be posted within one week following the class (this does not apply to guest speaker or peer presentations). Changes to any processes, or relevant updates will be posted in the LEARN Announcements. We recommend that everyone subscribe to the Announcements to receive these updates directly to their email.

This syllabus may be subject to change at the discretion of the instructor (e.g., some topics may come up that require further attention in a future week). Deadlines with asterisks will be confirmed after the first week of classes based on class votes.



Week	Topics	Assigned Readings/Content	Notes/Action Items
Unit 01: Laying the Groundwork			
1: Jan. 5 – Jan. 9	<ul style="list-style-type: none"> Welcome! Introduction to the course 	<ul style="list-style-type: none"> Week 01 Content on LEARN Syllabus All assignment instructions (see LEARN) 	<ol style="list-style-type: none"> *Due to a previously University-announced delayed start to in-person learning, this week will be held remote, asynchronously (see Week 1 content in LEARN) DEADLINE: Complete “Values Survey” by 11:59 pm Jan. 9 DEADLINE: Complete “Introduction Survey” by 11:59 pm Jan. 9 Complete “Introduction” discussion (opens January 5)
2: Jan. 10 – Jan. 16	<ul style="list-style-type: none"> Theories of Sexuality 	<ul style="list-style-type: none"> Week 02 content on LEARN Readings via your Course Reserves 	<ul style="list-style-type: none"> *This week will be held remote, asynchronously (see Week 2 content in LEARN) DEADLINE: Introduction discussion closes Jan. 16 at 11:59 pm
Unit 02: Social Sexual Controversies Across the Lifespan			
3: Jan. 17 – Jan. 23	<ul style="list-style-type: none"> Pre-conception Infancy 	<ul style="list-style-type: none"> Week 03 content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> *This week will be held remote, asynchronously (see Week 3 content in LEARN)
4: Jan. 24 – Jan. 30	<ul style="list-style-type: none"> Childhood Puberty 	<ul style="list-style-type: none"> Week 04 content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> *This week will be held remote, asynchronously (see Week 4 content in LEARN) DEADLINE: Presentation sign-up (one member per group) due Jan. 30 at 11:59 pm via Doodle and the Presentation Discussion Board TIP: Begin meeting with your group and review your media. Set a work plan up to stay on track.
5: Jan. 31 – Feb. 6	<ul style="list-style-type: none"> Youth and Young Adulthood 	<ul style="list-style-type: none"> Week 05 content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> TIP: Begin thinking about/drafting your reflection paper. Reach out to your instructor with questions.
6: Feb. 7 – Feb. 13	<ul style="list-style-type: none"> Adulthood 	<ul style="list-style-type: none"> Week 06 content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> TIP: Finish writing your reflection paper. Submit early and celebrate 😊
7: Feb. 14 – Feb. 18	<ul style="list-style-type: none"> Adulthood, continued 	<ul style="list-style-type: none"> Week 07 Content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> **DEADLINE: Reflection paper due Feb. 16 at 11:59 pm.

READING WEEK FEBRUARY 19 – FEBRUARY 27 (ENJOY!)

REMINDER: ALL REMAINING CLASSES WILL BE FACILITATED BY STACEY JACOBS

Week	Topics	Assigned Readings/Content	Notes/Action Items
Unit 03: Special Topics / Sharing Perspectives			
8: Feb. 28 - Mar. 6	<ul style="list-style-type: none"> Bystander Training (OR Guest Speakers) 	<ul style="list-style-type: none"> Week 8 Content on LEARN Readings via your Course Reserves 	1. **DEADLINE: Midterm Quiz via the Quizzes tool in LEARN open from xx at 12:01 am – xx at 11:59 pm.
9: Mar. 7 – Mar. 13	<ul style="list-style-type: none"> Guest Speaker Topics (OR Bystander Training) 	<ul style="list-style-type: none"> Week 08 Content on LEARN Readings via your Course Reserves 	1. DEADLINE: Mar. 8 and Mar. 10 Guest Speaker Surveys due Mar. 13 at 11:59 pm.
10: Mar. 14 – Mar. 20	<ul style="list-style-type: none"> Guest Speaker Peer Presentations, Day 1 	<ul style="list-style-type: none"> Week 09 Content on LEARN Readings via your Course Reserves 	1. DEADLINE: Mar. 15 Guest Speaker Survey due Mar. 20 DEADLINE: Mar. 17 Peer Presentations Survey Reflection due Mar. 20.
11: Mar. 21 – Mar. 27	<ul style="list-style-type: none"> Peer Presentations, Days 2 + 3 	<ul style="list-style-type: none"> Week 11 Content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> DEADLINE: Mar. 22 and Mar. 24 Peer Presentations Surveys due Mar. 27 at 11:59 pm. DEADLINE FOR MAR. 22 PRESENTERS: Final paper due Mar. 28 at 11:59 pm. DEADLINE FOR MAR. 24 PRESENTERS: Final paper due Mar. 30 at 11:59 pm. DEADLINE: End of Term Sexual Values Survey (Apr. 1, 11:59 pm)
12: Mar. 28 – Apr. 3	<ul style="list-style-type: none"> Peer Presentations, Days 4 + 5 	<ul style="list-style-type: none"> Week 12 Content on LEARN Readings via your Course Reserves 	<ol style="list-style-type: none"> DEADLINE: Mar. 29 Peer Presentations Survey Reflection due Apr. 4 at 11:59 pm. DEADLINE: Mar. 31 Peer Presentations Survey Reflection due Apr. 4 at 11:59 pm. DEADLINE FOR MAR. 29 PRESENTERS: Final paper due Apr. 4 at 11:59 pm. DEADLINE FOR MAR. 31 PRESENTERS: Final paper due Apr. 6 at 11:59 pm.
April 5	<ul style="list-style-type: none"> Wrap-up 	<ul style="list-style-type: none"> No readings 😊 	
EXAM PERIOD			DEADLINE FOR MAR. 29 PRESENTERS: Final paper due Apr. 4 DEADLINE FOR MARCH 31 PRESENTERS: Final paper due Apr. 6



POLICY ON LATE WORK, MISSED ASSIGNMENTS

There will be a grace period of 48 hours for all assignments submitted to the Dropbox. This means if your assignment is due on a Sunday at 11:59 pm, you may submit it up until the following Tuesday at 11:59 pm without penalty. Please do not email the instructor for this; just submit it within the 48 hours. All assignments are due in Dropbox on the date and time noted in the syllabus. Any assignment submitted after the Dropbox due date/time will be subject to a 5% penalty per day (including weekends) EXCEPT under documented grounds for compassionate consideration. Time starts to run as soon as the paper misses the date AND time following the grace period. Assignments submitted 7 days or more following the original due date (NOT the grace period) will receive a grade of zero EXCEPT under documented grounds for compassionate consideration.

RECEIPT OF GRADES

With the exception of the final assignment, all grades will be posted within two weeks following an assignment deadline and/or submission (whichever is later). After you receive a grade on LEARN, please review your feedback. If you have questions or concerns, please wait 24 hours following the release of grades to contact the course instructor. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

OTHER IMPORTANT INFORMATION

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.]

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as his or her own, may experience disciplinary action in the form of academic penalties.

In order to avoid plagiarism, a student must adhere to the following procedures:

1. Every statement of fact not generally known, and every opinion which is not arrived at independently, requires a reference to the literature being used.
2. All direct quotations (i.e., text taken directly from the source) must be in quotation marks, or if a certain length (e.g., 40 words or more) must be indented and single-spaced. Students should use direct quotations sparingly, as they do not adequately demonstrate understanding of the material.
3. Every quotation requires a reference, including page number.
4. In summarizing another person's words, a student would need to use different words and change the sentence structure of the original statements. Such paraphrases must also, of course, be referenced (but no page numbers).

PLEASE NOTE: Professors are required to report suspected cases of plagiarism to the appropriate Dean's office for investigation and, if guilty, an assessment of penalty. Proper APA referencing and appropriate use of quotation marks often goes a long way in avoiding plagiarism.

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.

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, <https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>. For typical penalties, check the Guidelines for the Assessment of Penalties, <https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-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, 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 permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

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

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

Turnitin

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.