ST. JEROME'S UNIVERSITY

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

SMF 400: SMF Capstone 2023
Tuesdays, 11:30am-2:20pm

Instructor: Carm De Santis (she/her; they/them)
Office: SH 2223
Office Phone: 519-884-8110 x28217
Office Hours: by appointment
Email: carmdesantis@uwaterloo.ca

Correspondence with Instructor:

It is best to contact me via email. When emailing, please **include your first & last name and the course code in the subject line**. Please use a salutation (e.g., "Dear/Hi __") and closing (e.g., "Thanks/Regards ___)" to open and close all emails.

Email responses: If you do not hear back from me within 48 hours (excluding weekends), please resend your message. This is NOT an indication that I am ignoring you; more likely, this suggests that I did not receive your email, or that it got 'lost' in my ever-expanding inbox (note: use of hotmail accounts sometimes results in messages flagged as spam. It is best to use your UW email address).

Territorial Honouring

Let us be mindful of our colonial roots as we live, learn, and work on the traditional territory of the Attawandaron (Neutral), Anishinaabe, and Haudenosaunee peoples. St. Jerome's University is situated on the Haldimand Tract – unceded land – land which was promised to the Six Nations that includes ten kilometres on each side of the Grand River. As settlers, we give thanks to the land and to the people who have cared for this land from which we benefit. As we gather in a learning context, we honour the important role of Elders within Indigenous societies as holders of Traditional Knowledge and community advisors.

Course Description

From the UWaterloo undergraduate calendar: This seminar invites students to integrate their knowledge in the domains of sexuality, relationships, and families, and make connections among theories, research, and practices. The capstone focus provides students the opportunity for critical self-reflection on their university experience.

Course Goals and Learning Outcomes

The goals for this course were co-constructed by the members of the SMF Capstone class. Throughout this course and/or upon its completion, you should be able to:

1. Contribute to fostering an environment that makes all people feel safe(r) and allows for growth through relationship-building and mutual respect.
2. Continue and expand your learning in SMF through course activities and discussions/interactions with classmates.
3. Critically reflect on your university life experiences, including experiences across disciplines, course, work, and personal experiences; integrate them into your sense of self and future goals; and recognize the transferable skills you have gained that can be applied to your future endeavours.
4. Create a collaborative project that represents the SMF experiences and takeaways of the 2023 Capstone Cohort and promotes the values/teachings of the of SMF program (e.g., accessibility, inclusivity).
5. Create a comprehensive report to be submitted and presented to SMF department (faculty and staff) that captures SMF students overall experiences. The report is intended to highlight and support SMF strengths while identifying areas for growth.

Readings

- When applicable, readings will be made available via LEARN or email.

Course Requirements and Assessment

These course requirements and assessment methods were developed by the Dr. Serafini and previous cohorts and for this offering through a consultative process with the SMF 400 2023 cohort in consultation with the course instructor.

Assessment	Date of Evaluation (if known)	Weighting
Capstone Class Project	April 12, 2023	40%
Critical Self-Reflective Portfolio	Up to April 21, 2023	30%
Bi-Weekly Processing Logs	ongoing	20%
Media Analysis Club	February 28 and March 7, 2022	10%
"Our Stories" Activity	January 31, 2023	ungraded
Class discussion/participation	ongoing	ungraded
Total		100%

Biweekly Processing Logs

Students will each submit a total of 6 processing logs (everyone will submit a log on Weeks 11 and other submissions biweekly). These processing logs are intended to provide you an opportunity to critically reflect on course activities/content, process your capstone experience, share ideas for course assignments, and so on. These are generally non-directed logs; however, some prompts will be provided for students who desire more structure or direction. Processing log submissions will be evaluated on critical analysis, depth of processing, and overall writing style.

Media Analysis Club

This assignment is intended to provide an opportunity for continued learning and application of existing knowledges. The students will select the material(s) for analysis from an 'SMF perspective'. Each class member will read/e the selected material and come to class prepared for a critical discussion.
Assessment/evaluation will focus on quality (i.e., depth of analysis, intersectional view, focus on anti-oppressive practices) rather than quantity (i.e., the number of times a person speaks, or the number of words written). Details regarding this activity will be finalized as the course unfolds and will be posted on LEARN.

"Our Stories" Activity
This assignment will take place early in the term and provide an opportunity for students to share something with others about their SMF journey. Its purpose is to generate some thinking about the critical self-reflective portfolio and to provide an opportunity to build relationships and connections among the group. Details will be posted in LEARN.

Capstone Cohort Class Project
Each Capstone Cohort creates a project to "leave behind" after they graduate (e.g., website, newsletter, zine, YouTube channel). The bulk of the course will be spent creating and producing elements of this capstone project.

Critical Self-Reflective Portfolio
Students may take an individualized approach to this reflective project (i.e., no two Portfolios will be identical in structure and/or content areas). You are encouraged to consider creative methods of creating this portfolio

The Portfolio will demonstrate your critical processing of your university experiences and the learnings therein. Some class activities will take place that should help you to reflect on your process. Remember that this critical self-reflective processing should integrate learning across three domains: academic (SMF and other disciplines/courses), work or volunteer, personal life experiences (recall the braid metaphor of integration I shared with you the first class). Learning is not limited to the classroom; bear this in mind as you critically reflect and integrate.

The final submission must include an integrative reflective analysis that brings individual components together and 'capstones' your SMF and undergraduate university experience. This may include creative methods that illustrate your learning and process. Depending on how things unfold, if the online learning context of this course continues, then all submissions must be electronic. If we return to live meetings, then submissions may be physical or electronic. Note that the portfolio can include a combination of written work, video, audio, artwork, etcetera – the only condition is that some text accompanies art/photos/etc so that I can evaluate your analysis and processing.

<u>**Other Activities (ungraded)**</u>

> **Beyond SMF and University**
> Some classes will focus on exploring your personal journey to-and-through SMF and future possibilities as students transition to post-SMF/University life. This will include content-oriented workshops facilitated by the course instructor and panel discussions by/with SMF graduates. See course schedule for dates.

Participation
The following *Participation Contract* applies across class activities and is intended to set the tone for creating a safe(er) space within which to learn, challenge oneself and one another, and connect with classmates and the instructor in meaningful ways. The following list of guidelines/parameters is based on participation contracts designed by previous capstone cohorts:

> **Members of the SMF 400 Winter 2023 class agree to the following as part of their commitment to creating a respectful classroom environment that is conducive to learning, sharing, reflecting, and wondering:**

1. "Participation" is loosely defined to include both verbal and written contributions to moving the class/projects/discussions forward in meaningful ways. It also includes an element of 'preparedness' and 'engagement' in all course activities.

2. Members are not expected to speak every class – the invitation to speak/share is ongoing. The focus in on quality rather than quantity.
3. Respectful communication – all ideas are welcome and received with openness and care.
4. Confidentiality: When it comes to personal disclosures and sharing, what is shared within the group stays within the group. Respecting other members' privacy is paramount.
5. Members are expected to come to class prepared, having read any assigned material and ready to engage in discussion (pre, during, and post – to include diverse methods of participating). Knowledge gained from other (i.e., non-academic) experiences is considered 'legitimate' and most welcome.
6. Attendance: Attendance will not be directly evaluated. What is more important to the learning context is your commitment to the assignments and in-class learning activities/discussions. That said, attendance is necessary for group work, so you are responsible for attending all classes, with the understanding that some absences throughout the term may be unavoidable.
7. Being fully present in the class is of the utmost importance. This includes not being on other devices for non-academic purposes for prolonged periods of time (to avoid distracting others and promote a respectful learning environment).
8. As a group, we commit to the importance of making space for all voices in the room. This involves being mindful of how much space each of us takes and an effort to create space for the more quiet members to speak/share when they wish. We are invited to also be mindful to avoid oversharing when it may detract from the focus of the class discussion.

Course Outline / Class Schedule

Note: guest speakers will be scheduled according to their availability and openings in our class schedule

Week	Date	Topic	What is Due
1	Tuesday January 10	Getting to know your cohort Course Construction begins	
2	Tuesday January 17	Course construction continues final assignments and weight set	Bi-Weekly Processing Log (Group 1): due Sunday night following class (11:59)
3	Tuesday January 24	Finalize additional course components and assignment dates Reflective Activity (and Critical Self-Reflective Portfolio Assignment discussion)	Bi-Weekly Processing Log (Group 2): due Sunday night following class (11:59)
4	Tuesday January 31	"Our Stories" Activity" Capstone Project Work	Bi-Weekly Processing Log (Group 1): due Wednesday February 1 night following class (11:59)
5	Tuesday February 7	Continue with Capstone Project: draft of survey completed	Bi-Weekly Processing Log (Group 2): due WED Feb 8 night following class (11:59)
6	Tuesday February 14	Capstone Project work (ongoing)	Bi-Weekly Processing Log (Group 1): due WED February 15 night following class (11:59) (Group 2): due WED March 1 (11:59)

Week	Date	Topic	What is Due
header: **Monday, February 21st to Friday February 25th:** UNIVERSITY OF WATERLOO **Winter Break/Reading Week** No classes and no required work to be submitted during these days.			
7	Tuesday February 28	Media Analysis Group Project Continue with Capstone Project work (ongoing)	Bi-Weekly Processing Log (Group 1): due WED March 8 following class (12:00 noon)
8	Tuesday March 7	Media Analysis Group Project Continue with Capstone Project work (ongoing)	Bi-Weekly Processing Log (Group 2): due WED March 8 following class (12:00 noon)
9	Tuesday March 14	Beyond SMF – Transferable Skills Workshop SMF Alumni – Guest speakers	Bi-Weekly Processing Log (Group 1): due WED March 15 following class (11:59 pm)
10	Tuesday March 21	Continue with Capstone Project work (ongoing) Capstone Project Review Ending Ritual Part 1	Bi-Weekly Processing Log (Group 2): due WED March 22 following class (11:59 pm)
11	Tuesday March 28	Ending Ritual Part 2	Bi-Weekly Processing Log (Group 1 and Group 2): due Wednesday following class (11:59 pm)
12	Tuesday April 4	Group meeting polish Capstone project – final report	
Wednesday, APRIL 5 to Thursday, APRIL 7, 2022 Pre-examination Study Days (no class meetings or coursework submission requirements)			
**Reflective Portfolio:** Due up to April 15, 2022 **Capstone Cohort Project:** Due April 18, 2022			

Late Work

Any assignment submitted after the due date/time will be subject to a 10% penalty per day, including weekends.

Information on Plagiarism Detection

No detection software will be used in this course.

<u>A Note on Plagiarism</u>

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as their own, may experience disciplinary action in the form of academic penalties. In order to avoid plagiarism, a student must adhere to the following procedures:

1.   Every statement of fact not generally known, and every opinion which is not arrived at independently requires a reference to the literature being used.

2.   All direct quotations (i.e., text taken directly from the source) must be in quotation marks, or if a certain length (e.g., 40 words or more) must be indented and single-spaced.*

3.   Every quotation requires a reference, including page number.*

4.   In summarizing another person's words, a student would need to use different words and change the sentence structure of the original statements. Such paraphrases must also, of course, be referenced (but no page numbers).*

* Comments pertaining to the formatting of citations and references are consistent with the APA referencing style (APA, 6th or 7th Ed.)

Electronic Device Policy

Please refer to the participation contract.

Attendance Policy

Please refer to the participation contract.

Important Information

<u>Academic Integrity:</u> 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.]

<u>Grievance:</u> 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.

<u>Discipline:</u> 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 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).