



ST. JEROME'S UNIVERSITY

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

**SMF 400
SMF Capstone
Winter 2019**

Thursdays, 11:30am-2:20pm, Room: STJ1 2009

Instructor and T.A. Information

Instructor: Dr. Toni Serafini

Office: SH 2221

Office Phone: 519-884-8110 x28293

Office Hours: Wednesdays 2:30pm-3:30pm (or by appointment)

Email: tserafini@uwaterloo.ca

Correspondence with Instructor:

It is best to contact me via email or to come see me in person during office hours. 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).

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 class members through critical dialogue. What follows is a summary of the overarching thematic goals that were expressed in that discussion.

Throughout this course and/or upon its completion, you should be able to:

(4 GOALS DISCUSSED DURING FIRST CLASS – IS ANYTHING MISSING?)

1. Continue and expand your learning in SMF by addressing previously discussed OR new topics/phenomena in ways that extend and/or expand your learning.
2. Recognize directions for personal growth, work/career, and/or further education after graduating
3. Draw on intrapersonal (internal) and interpersonal (interactions with classmates) processing to critically reflect on your SMF and university experiences in such a way that enables you to integrate your past learnings while preparing for work/professional/personal life and relationships after graduating.
4. Create something that represents the group's vision of the SMF experience to be shared with future students, faculty, and staff in such a way that promotes SMF across campus and in the community

Readings

- When applicable, readings will be made available on a weekly basis via LEARN or email.

Course Requirements and Assessment

These course requirements and assessment methods were developed by the 2019 SMF 400 cohort in consultation with the course instructor.

Assessment	Date of Evaluation (if known)	Weighting
Capstone Class Project	See class schedule	30%
Topical Presentation & Facilitated Discussion	See class schedule	15%
Critical Self-Reflective Portfolio	TBD	25%
SMF Grad Presentation Processing Logs	Ongoing	10%
Participation	Ongoing	20%
Total		100%

SMF Grad Presentation/Facilitation Processing Log 10%

Several (number to be determined) SMF grads will be invited to facilitate a portion of class relative to their post-SMF experiences and the work that they are doing in the community. This will include an opportunity for discussion and questions from the 2019 cohort.

Students will then write a short (1-2 pages) reflective log based on the material covered in the presentation and any reflections and wonderings that may have emerged for the student.

These are short reflective processing logs and are intended to support your own processing of your post-SMF goals and opportunities. The regular weekly logs will NOT be required for these classes.

Topical Presentation 15%

There is some flexibility in terms of the topic and source students may choose (e.g., article/reading, documentary or video, etc.).

PRESENTATION

- This will contain both written and oral components. Presentations may be prepared and delivered individually or as part of a group of two. All groups will post a presentation overview/agenda to LEARN by 5pm the day before the presentation.
- The presentation (and ensuing discussion) may cover any number of things including, but not limited to: a video or mini-documentary to analyze/discuss, an SMF topic, a review/critique of an article or theme, a review and analysis of skills learned/obtained through SMF that apply to work/career fields, etcetera.
- Time/length of presentation – 30-45mins total; some interaction/discussion is required. Presenters are responsible for facilitating group process and discussion.
- All presentations should demonstrate students' use of a critical lens, as is customary in SMF
- In order for members to come to class prepared to engage the presenters and their peers in critical discussion, presenters must post on LEARN ONE article/reading/video to the members one week before class to review (readings should be max. 10-15 pages - if longer, be sure to highlight relevant sections; videos 90min max – select relevant section if longer).

Grading Criteria:

Engaging (e.g. questions posed generate discussion, presentation easy to follow – well-led)

Ability to critically analyze content (via comment, questions, reflections)

Ability to facilitate content presented and invite deeper analysis of content

Strong wrap-up/conclusion

Discussion stays on topic; focusing discussion; effective facilitation

Presenter is prepared – submit components on time, demonstrate they are prepared (expertise) and have put effort into preparing

Capstone Self-Reflection 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

Minimum requirements include:

1. Engaging in some in-class processing of your ‘reflective process’ via small group discussion with your peers; this meets the ‘interpersonal processing’ course goal
2. Participating in some “structured reflections” provided by the course instructor to prompt you to think about your university experiences and the learnings therein. You may (or may not) draw upon this material for the final Reflection Portfolio.
3. The final submission must include an integrative reflective analysis (written) that brings individual components together and ‘capstones’ your SMF and undergraduate university experience

Participation

This component covers both in-class verbal participation and the completion of weekly reflection logs based on material covered in class that week. To be included in the participation component is any in-class reflections led by the course instructor (directed reflections).

The combination of verbal and written process of course content and your personal reactions/reflections allows for diverse ways of measuring participation and is an attempt to be sensitive to diverse learning needs of members of the 2019 Capstone Cohort.

Weekly journals (minus GRAD presentation days) are to be submitted to LEARN drop-box (written form OR photo of the journal submission).

Evaluation:

Students may each choose the assessment weight for verbal and written components of participation (from 5% min to 15% max each for verbal and written components). This breakdowns must be determined and communicated to the instructor by Week __8 (Feb 28)__ of the term. At any time in the term, students may request feedback on their participation from the instructor via an in-person meeting.

Participation Contract:

The following points comprise the “participation contract” agreed upon by members of the SMF 400 Winter 2019 class.

Members of the group agree to the following as part of their commitment to creating a respectful classroom environment that is conducive to learning, sharing, reflecting, and wondering:

- Members are not expected to speak every class – the invitation to speak/share is ongoing. The focus is on quality rather than quantity.
- Respectful communication – all ideas are welcome and received with openness and care
- 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.
- Members are expected to come to class prepared, having read any assigned material and prepared to engage in discussion. Knowledge gained from other (i.e., non-academic) experiences is considered 'legitimate' and most welcome.
- Attendance: Attendance will not be directly evaluated. What is more important to the learning context is your commitment to the assignments/projects and 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.
- Being fully present in the class is of the utmost importance. This includes not being on the computer, phone, for non-academic purposes for prolonged periods of time (i.e., to avoid distracting others).
- 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 making 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	Readings Due
1	January 10	Course Construction begins	
2	January 17	Finalize course components	
3	January 24	-Discuss Presentation Dates - Capstone Project – in class work	
4	January 31	-Priscila Presentation - in-class reflective work - Capstone project work	Sex Therapy -- Watch Episodes 1 and 2 of "Sex Education" (Netflix)
5	February 7	Josselyn, Jasmine, Megan Presentation Capstone project work	- How do we express/negotiate/communicate our identity outside our SMF bubble

Week	Date	Topic	Readings Due
6	February 14	Self-reflective activity and discussion: transferable skills from University/SMF to work/career post-graduation Capstone project in-class work	
February 18-22 READING WEEK: No Classes			
7	February 28	Daria Presentation _____ Capstone project work	- Problematizing “business” and Importance of Self-Care _____
8	March 7	Sophia Presentation	- Queering the System vs. Putting Queer in the System
9	March 14	11:45am-12:30pm: SMF Grad _____ 12:45-1:30pm: Brittany & Sky presentation _____ 1:34pm-2:20pm: Sam & Sydney presentation	Lexi Biermann (DivaCares Manager & Positivity Officer, Diva International Inc.) _____ - Representations of Asexuality in Popular Culture _____ - Immigrants and Refugees in the LGBTQ+ Community in Canada
10	March 21	12pm to 12:45pm: SMF Grad _____ Capstone Project work	Jenni Lowry (Employment & Income Support Caseworker, i.e., Ontario Works Caseworker; Region of Waterloo) _____
11	March 28	TBD	
12	April 4	Final Class	Ending Rituals and Lunch

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.

A Note on Plagiarism

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 Ed.)

Electronic Device Policy

Please refer to the participation contract constructed by the class.

Attendance Policy

Please refer to the participation contract constructed by the class.

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information](#).

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. 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 professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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](#).

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

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 the AS office at the beginning of each academic term.