



# 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 2021 (online/remote)

Tuesdays, 11:30am-12:50pm and some Fridays 10am-11:30am (see course schedule)

All meetings will use the Zoom virtual meeting space

## Instructor and T.A. Information

**Instructor:** Dr. Toni Serafini (she/her; they/them)

**Office:** SH 2221

**Office Phone:** 519-884-8110 x28293

**Office Hours:** by appointment – phone or video

**Email:** tserafini@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).

## 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.

## Territorial Acknowledgement

We are 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 promised to the Six Nations that includes ten kilometres on each side of the Grand River.

## 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. Create a collaborative project that promotes the anti-oppressive practices of SMF in an active and accessible way.

2. Use online learning in a way that fosters a classroom environment that allows for greater social cohesion, respect for others, collaboration, and relationship-building and encourages participation and mutual support.
3. Continue and expand your learning in SMF with a focus on integrations across disciplines, courses, and personal experiences in diverse and creative ways.
4. Critically reflect on your university life 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 (e.g., education, work, relationships) as you navigate future life transitions.
5. Develop new self-care strategies, share tools and techniques, and recognize how to apply these to your own life – especially as you navigate learning, working, and being in relationship with others in the context of a global pandemic.

## 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	April 19 (or up to April 26)	40%
Critical Self-Reflective Portfolio	Between April 12 and April 16	25%
Participation	Ongoing	15%
Bi-Weekly Processing Logs	See course schedule	20%
Total		100%

## Capstone Cohort Class Project

The 2021 SMF Capstone Cohort has chosen to create a YouTube Channel to showcase and apply an SMF lens as an activism tool to promote anti-oppressive practices across diverse areas of life (e.g., academia, workplace, and personal spheres). The bulk of the course will be spent creating and producing elements of this YouTube Channel (e.g., vlogs, reaction videos, media analyses, information about SMF, and so forth).

## 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. The final submission must include an integrative reflective analysis (written) that brings individual components together and ‘capstones’ your SMF and undergraduate university experience. This may be accompanied by creative methods that illustrate your learning and process.

Given the online learning context of this course, all submissions must be electronic. The portfolio can include a combination of written work, video, audio, artwork, etcetera – the only condition is that the content can be shared electronically.

## Participation

Participation for this course will include preparing for and contributing to the 2021 Cohort’s selected class activities (see below). 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 2021 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 is 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.

**Specific Activities Comprising Participation (as selected by the 2021 Capstone Cohort)**

**SMF Book Club**

The class will select the material(s) for analysis from an SMF perspective. Each class member will read the selected material and come to class prepared for a critical discussion. Contributions to this discussion will be assessed with a 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.

**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 can include content-oriented workshops facilitated by the course instructor, presentations and discussions by/with SMF graduates, and other activities (e.g., "Our Stories"). See course schedule for dates.

**Well-being, Burnout, and Self-care**

These topics are considered foundational for navigating the current online educational context, coping with the consequences of the pandemic, and preparing oneself for future work/academic/personal experiences. Class workshops/activities aimed at exploring these topics will be incorporated into the course.

## 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, Jan 12	Getting to know your cohort Course Construction begins	Bi-Weekly Processing Log (Group 1): due Sunday following class (by 11:59pm – DropBox)
2	Tuesday, Jan 19	Course construction continues Dates for final assignments set	<b>Final Assignment Dates Set:</b> <b>Reflective Portfolio:</b> Due between April 12 <sup>th</sup> and April 16 <sup>th</sup> (11:59pm) <b>Capstone Cohort Project:</b> Due April 19 or by April 26 <sup>th</sup> (last possible submission date)  Bi-Weekly Processing Log (Group 2): due Sunday following class (by 11:59pm – DropBox)
3	Tuesday, Jan 26 and Friday, Jan 29	Finalize any additional course components Finalize assignment weights  Schedule Special Topics: Toni – Transferable Skills Toni – Burnout, Self-care, Wellness Students – if applicable  Confirm additional Friday meeting days (10-11:30am)	Bi-Weekly Processing Log (Group 1): due Sunday following class (by 11:59pm – DropBox)
4	Tuesday, Feb 2 and Friday, Feb 5	<ul style="list-style-type: none"> <li>“Our Stories” Activity</li> <li>In-class activity – Reflective Portfolio Discussion</li> <li>Capstone Project Work</li> </ul>	Bi-Weekly Processing Log (Group 2): due Sunday following class (by 11:59pm – DropBox)
5	February 9	Continue with Reflective Portfolio and Capstone Project, as required	Bi-Weekly Processing Log (Group 1): due Sunday following class (by 11:59pm – DropBox). <b>Because Sunday falls on Reading Week, you may submit your processing log anytime before Monday, Feb. 22<sup>nd</sup>, 9:00am)</b>
<b>February 15-19</b> <b>READING WEEK: No Classes</b>			
6	Tuesday, Feb 23 Friday, Feb 26	Capstone project  Special Topic (Toni): Burnout, self-care, well-being	Bi-Weekly Processing Log (Group 2): due Sunday following class (by 11:59pm – DropBox)

Week	Date	Topic	What is Due
7	Tuesday, Mar 2	*Post-SMF future (with possible SMF Grad visit/discussion) OR Continue with Capstone Project work	Bi-Weekly Processing Log (Group 1): due Sunday following class (by 11:59pm – DropBox)
8	Tuesday, Mar 9 and Friday, Mar 12	1. Special Topic (Toni): Transferable Skills (from university to post-university life) <b>and/or</b> 2. Post-SMF future (with possible SMF Grad visit/discussion) <b>and/or</b> 3. Continue with Capstone Project work	Bi-Weekly Processing Log (Group 2): due Sunday following class (by 11:59pm – DropBox)
<b>Monday, March 15 and Tuesday, March 16<sup>th</sup> :</b> UNIVERSITY OF WATERLOO <b>Scheduled Pause in the Term</b> (due to COVID-19). No classes and no work required to be submitted during these days.			
9	Tuesday, Mar 23	“Book Club” – details TBD	Bi-Weekly Processing Log (Group 1): due Sunday following class (by 11:59pm – DropBox)
10	Tuesday, Mar 30  Friday, Apr 2	Book Club cont’d  Post-SMF future (with possible SMF Grad visit/discussion) <b>OR</b> Continue with Capstone Project work	Bi-Weekly Processing Log (Group 2): due Sunday following class (by 11:59pm – DropBox)
<b>11</b>	Tuesday, April 6  <b>(and maybe: Friday, April 9<sup>th</sup>)</b>	Ending Ritual Part 1	<b><u>FLEXIBLE OPTIONS (to be determined):</u></b> 1. Meet twice for Ending Rituals on Wk 11: (Tues, Apr. 6 and Fri, Apr. 9) Week 12 work on capstone project 2. Meet for Ending Rituals on Wk 11 (Tues, Apr. 6) <b>and</b> Wk12 (Tues, Apr. 13)  <b><u>NOTE:</u></b> Final Bi-Weekly Processing Log for <b>both</b> Groups 1 and 2: <b>anytime</b> up to Sunday, April 18 <sup>th</sup> (by 11:59pm – DropBox)
<b>12</b>	Tuesday, April 13	Ending Ritual Part 2	
THURSDAY, APRIL 15, 2021 TO FRIDAY, APRIL 16, 2021 Pre-examination Study Days (no class meetings or coursework submission requirements)			
<b>Reflective Portfolio:</b> Due between April 12 <sup>th</sup> and April 16 <sup>th</sup> (11:59pm) <b>Capstone Cohort Project:</b> Due April 19 or by April 26 <sup>th</sup> (last possible submission date)			

## 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 or 7th Ed.)

## Electronic Device Policy

Please refer to the participation contract.

## Attendance Policy

Please refer to the participation contract.

## 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/](http://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-SJUSApproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSApproved.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/](http://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-SJUSApproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSApproved.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](http://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](http://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-SJUSApproved.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/](http://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).