

Territorial Acknowledgement

We acknowledge that the School of Architecture is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River. (see references here: <https://uwaterloo.ca/engineering/about/territorial-acknowledgement>)

ARCH 120 An Introduction to Architectural Ideas and Communication
FALL 2021 Wednesday 2:30 to 5:30 pm: Weekly Lectures
 Some Thursdays, 6:30 pm to 8 pm: Arriscraft Guest Lectures (dates/timing TBC)
 * All classes are offered in-person (main lecture hall at Waterloo Architecture School) and remotely – links to be provided

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Office hours TAs – Wednesdays 1-2 pm, signup via Google (link and timing TBC)
 Instructors – Tuesdays 4:30-5:30, signup via Google (link TBC)

Course Description

This introductory course explores historic and contemporary ideas in architecture. It is particularly focused on tracing architectural ideas as they evolve over time, and as they manifest in the context of Canadian modern and contemporary culture. The course is intended to familiarize students with some of most important current topics for architectural academics and practitioners. It also presents historic and current projects, both real and theoretical, that have been created as ways to address these issues, inquire about their impact, and raise awareness of their complexities.

In parallel, the course also introduces students to a range of ways that communications are used to convey architectural ideas. Students will be presented with architectural writings and other architectural media created for different audiences, places, and times. Through hands-on workshops, including sessions on research, writing, and editing, they will develop skills in communicating about—and through—architecture.

Course Objectives

The course has three main objectives:

- 1) To introduce and contextualize some of the architectural movements and ideas that have shaped the architecture of the 20th and 21st century;

- 2) To introduce and contextualize some of the major ideas, people, and projects that have shaped Canadian architecture in the past 50 years;
- 3) To develop the use of analytical, verbal and written communication skills to explore and express a set of ideas about architecture, grounded in each student's personal experience.

By the end of the course, students will have gained foundational knowledge in architectural ideas and communication skills, so that they are aware of architecture globally and particularly of Canadian architecture, and can critically engage in a range of architectural discourses.

In relation to **disciplinary knowledge**, at the end of the course, students should:

- Have an introductory knowledge of architectural history, with a stronger awareness of Canadian architectural history since 1967, including specific projects, movements and ideas that can help understand key roles of architecture as a discipline globally;
- Develop a basic understanding of architectural study, criticism and analysis;
- Develop critical thinking skills and be aware of the need to be able to reflect critically on their own work;
- Develop critical thinking skills to recognize the relation globally between architecture and modernity; colonization; racial, gender or other discrimination; environmental degradation; and to get an introduction to architecture's potential role towards addressing spatial and environmental justice.

In relation to **communication skills**, at the end of the course students should:

Have acquired basic research skills and methods including:

- reading analytically;
- researching a building or site of interest; and
- learning how to evaluate and cite sources.

Develop basic communication skills, such as:

- writing descriptively with confidence;
- employing appropriate vocabulary and tone;
- editing techniques to help clarify a text; and
- presenting an argument or idea clearly.

Some useful references:

Avery Index of Architectural Periodicals, e-resource at University of Waterloo library

Canadian Architect magazine – free digital subscription and archives since 2007 at www.canadianarchitect.com; full archives via Proquest (e-resource at University of Waterloo library)

Chakraborty, Kathleen James, *Architecture Since 1400* (University of Minnesota Press, 2014)

Colquhoun, Alan. *Modern Architecture*. (Oxford University Press, 2002)
Curtis, William J.R. *Modern Architecture since 1900*. (Phaidon, 1996-1982)

Frampton, Kenneth. *Modern Architecture: A Critical History, 5th edition*. (Thames and Hudson, 2020)

Jarzombek, Mark, Vikramaditya Prakash, *A Global History of Architecture* (Wiley, 2010)

Kostof, Spiro and Ingersoll, Richard, *World Architecture, A Cross-Cultural History* (Oxford University Press, 2012)

Lam, Elsa and Graham Livesey, eds. *Canadian Modern Architecture, 1967 to the present* (Princeton Architectural Press, 2019)

Lange, Alexandra. *Writing about Architecture*. (Princeton Architectural Press, 2012)

Course Requirements and Assessment

The course will be structured around Wednesday weekly course lectures, student discussions, and writing workshops. Most Wednesdays will include two hour-long lectures and an hour-long period for seminar-style discussion; some Wednesdays will include an hour-long writing workshop in lieu of one of the lecture segments.

Approximately every fourth course will be a hands-on three-hour session, dedicated to various communications skills—particularly, research, writing, and editing.

Students are also required to attend the school-wide Arriscraft lectures, scheduled occasionally throughout the term from 6:30-8 pm on Tuesday evenings. Following each lecture, part of the Wednesday class will be dedicated to a discussion of the lecture.

At the conclusion of the course, you will have encountered a range of concepts and ideas in architecture, communicated through different mediums: from personal essays, to academic texts, to videos. Set in the context of these ideas, you will be introduced to a range of buildings across places and times, with a particular emphasis on modern and contemporary Canadian architecture. You will have opportunities to develop and practice your own architectural communication skills through a variety of writing and editing exercises, culminating in a final essay that will draw on both personal experience and research.

Final assignment

The final assignment is an illustrated 750-1,000 word essay on the transformative power of architecture, due December 16, 2021, at 9 pm. Students are encouraged to enter their essay into the bi-annual Royal Architectural Institute of Canada (RAIC)'s International Prize

Scholarship competition, a companion program to the RAIC's International Prize. The scholarship competition is open to architecture students across Canada, and awards three scholarships of \$5,000 each. The deadline for submission to the competition is on January 14, 2022.

The criteria for the competition essay is as follows:

The RAIC International Prize celebrates works of architecture that are judged to have been "transformative within their societal context."

Please explain how a work of architecture can be transformative. Can you cite examples that demonstrate how the impact of a single building on a community can be seen as transformative? Is every good building transformative on some level?

Submissions will be evaluated on the applicant's expression of vision and aspiration, and on the strength of personal conviction.

For this class, the evaluation of your text will also take into account additional criteria, such as evidence of supporting research, clarity of writing, and strategic use of accompanying illustration. A grading rubric will be made available to all students in advance of the submission date.

Evaluation

1. Typed-out texts from four in-class writing workshops (10%)
2. Participation during in-class discussions (15%)
3. Outline and bibliography for final assignment (25%) – **due November 10**
4. Final assignment, including 750-1,000 word essay and at least 1 illustration (50%) – **due December 16th at 9 pm EST**

Overview of topics & schedule

01 / Introduction: Architectural Ideas and Communication – September 8

Lecture: Architecture & communication (EL), short introduction to architectural ideas (AB)

Student Introductions: You'll be asked to introduce yourself by name and where are you from, and to share a little about the first building you thought of as "architecture."

Discussion: Review of course syllabus, course format

Assignment for next week: Complete the reading(s) and reflect on the discussion questions (you may make notes, but you do not need to submit them).

02 / Meaning and architecture, architectural culture – September 15

Lecture Part 1: How does architecture make meaning? (AB)

Lecture Part 2: Key works & ideas in Canadian architecture (EL)

Discussion

Readings:

Michael Sorkin, "Two Hundred Fifty Things an Architect Should Know," from *What Goes Up* (London: Verso, 2018). <https://www.readingdesign.org/250-things>

Yi Fu Tuan, *Space and Place, The Perspective of Experience* (Minneapolis: University of Minnesota Press, 2001), pp. 101-118.

Optional Reading:

Marco Polo and Colin Ripley, "The Centennial Projects: Building the New," from *Canadian Modern Architecture, 1967 to the Present* (Princeton Architectural Press, 2019), pp. 19-52.

Discussion questions: What vision(s) of the architect and of architecture do these texts present? What are some of the different ways that architecture can be meaningful, or can create meaning? What images or concepts appeal to you? What are some of your learning goals as an architecture student—either drawing from the readings or from your own ideas and experiences?

Assignment for next week: Complete the reading(s) and reflect on the discussion questions.

03 / Indigenous Design – September 22

Lecture Part 1: Where are we? (Guest lecture by William Woodworth)

Lecture Part 2: Indigenous design in Canada (EL)

Discussion

Readings: Magdalena Milosz, "Settler Colonialism, Residential Schools and Architectural History." *Active History*, November 21, 2019. <http://activehistory.ca/2019/11/settler-colonialism-residential-schools-and-architectural-history/>

Robin Wall Kimmerer, "Skywoman Falling," from *Braiding Sweetgrass* (Milkweed Editions, 2020).

Optional reading:

"Practice and the Architecture Profession," from *Voices of the Land* (University of Manitoba, 2020), pp 98-103.

Odile Hénault, "First Nations Architecture: A Long Journey Forward," from *Canadian Modern Architecture, 1967 to the Present* (Princeton Architectural Press, 2019), pp. 121-152.

Discussion questions: What might "Indigenous design" mean—for both Indigenous and non-Indigenous architects? Everyone is "Indigenous from somewhere." What are your ancestral lands? What does this mean to you as a designer, if anything?

No assignment for next week.

HANDS-ON SESSION: RESEARCHING ARCHITECTURE - September 29 (Library session led by Carmen Peters)

Assignment for next week: Complete the reading(s) and reflect on the discussion questions.

04 / Craft, Technology, and the Making of Buildings – October 6

Lecture: Canada's critical regionalists (EL)

Workshop: Writing about making (EL)

Discussion

Readings:

Brigitte Shim and Howard Sutcliffe, "Conversations," from *Shim-Sutcliffe: The Passage of Time*, Ed. Annette W. LeCuyer. (Halifax: Dalhousie Architectural Press, 2014), pp. 10-39.

Peter Zumthor, "A Way of Looking at Things," from *Thinking Architecture* (Birkhauser, 2010).

Discussion questions: How are designing and making things interconnected, or not? What is the relation between process and product? What is the relationship between architectural intentions and the experience of a building? Are they always connected? Is it important that they should be?

Assignment for October 20: Complete the reading(s) and respond to the discussion questions. Type up the short responses/stories you wrote as part of the workshop, just as you wrote them. If you elect to edit them, please do this in a separate document, and submit both the original and edited versions.

READING WEEK – no class on October 13

05 / Houses & Housing – October 20

Lecture Part 1: A very short history of housing (AB)

Lecture Part 2: Current issues in Canadian house design & housing (EL)

Discussion

Reading:

TSA Virtual home tours – view at least one of these home tours – we suggest the Shim-Sutcliffe or Joey Giaimo tour, but you may choose another that appeals to you.

<https://torontosocietyofarchitects.ca/initiatives/home-tours/>

If you understand French, you may instead elect to view a few of the shorter and more professionally produced home tours in the Kollektif series *Bienvenue Chez...*, available through the “Video” tab on their Facebook page:

https://www.facebook.com/KollektifArchitecture/videos/?ref=page_internal

Excerpts from Michael Meredith & Hilary Sample, *Houses for Sale* (Italy: Corraini Edizioni and Canadian Centre for Architecture, 2019).

Norbert Schoenauer, short selections from *6,000 Years of Housing* (pp. 11-13; 91-99; 209-16; 472-474).

Discussion questions: How do the houses we live in inform the way we interact? What is the relation between a house and the site, street or city in which it is built? What are some of the important elements in setting up this relation between a house and its site or context? How are transformations in housing related to transformations in society?

Assignment for next week: Complete the reading(s) and reflect on the discussion questions. Type up the short responses/stories you wrote as part of the workshop, just as you wrote them. If you elect to edit them, please do this in a separate document, and submit both the original and edited versions.

06 / Race, Gender, Equity and Domesticity – October 27

Lecture Part 1: Domesticity + case studies (AB)

Lecture Part 2: Mayuri Paranthahan on multi-generational homes

Workshop: Writing on the theme of “home” (EL)

Discussion

Readings:

Bell Hooks, “Homeplace: A Site of Resistance,” from *Yearning: Race, Gender, and Cultural Politics* (Between the Lines, 1990).

John Lorinc, “The Stability Trap,” from *House Divided*, eds. Alex Bozickovic, Cheryll Case et. al. (Toronto: Coach House Books, 2019), pp. 12-27.

Optional Readings:

Dolores Hayden, “What would a Non-sexist City Be Like?”

Fatima Syed, "The Lessons of a Multi-Generational 905 Home," from *House Divided*, eds. Alex Bozikovic, Cheryll Case et. al. (Toronto: Coach House Books, 2019), pp. 174-183.

Discussion questions: What are some of the ways that gender and race inequities manifest in the built environment? How can designers and planner act to promote equity, inclusion and diversity? Can you think of some examples of places you have experienced where design has either a positive or negative effect on equity?

Assignment for next week: Complete the reading(s) and reflect on the discussion questions. Type up the short responses/stories you wrote as part of the workshop, just as you wrote them. If you elect to edit them, please do this in a separate document, and submit both the original and edited versions.

07 / Public Architecture & Society – November 3

Part 1: Public buildings: from churches to museums in history (AB)

Part 2: Public architecture in Canada since 1967 (EL)

Workshop: Writing on theme of transformative buildings (EL)

Readings:

Past RAIC International Prize essays. Please read at least four of the nine winning essays from past cycles:

<https://internationalprize.raic.org/en/2019-scholarship-winners>

<https://internationalprize.raic.org/en/2017-scholarship-winners>

<https://internationalprize.raic.org/en/2014-scholarship-winners>

Susana Sirefman, "Formed and Forming: Contemporary Museum Architecture," in *Daedalus*.

Optional reading:

George Kapelos, "The Architecture of Public Institutions," from *Canadian Modern Architecture, 1967 to the Present* (Princeton Architectural Press, 2019), pp. 53-90.

Discussion questions:

How can a work of architecture can be transformative? Can you cite examples that demonstrate how the impact of a single building on a community can be seen as transformative? Is every good building transformative on some level? Must a building be public to have a societal impact?

Assignment for next week: Type up the short responses/stories you wrote as part of the workshop, just as you wrote them. If you elect to edit them, please do this in a separate document, and submit both the original and edited versions.

Midterm assignment due at beginning of class on November 10:

Looking through your notes and texts you have written for this class so far, prepare an outline (150-200 words) and bibliography for your final essay. It may draw on topics/buildings you chose to write about in the in-class workshops, those mentioned in readings or lectures, or others. It is suggested that the essay should include at least one building or designed landscape that you have a personal connection with—either a place that you inhabited or visited, or one that you have a fascination or curiosity about. Please also include a draft image (photo or drawing by you) to accompany your essay, and a few sentences about how you envisage this image to contribute to the paper's argument, rather than simply being an illustration.

**HANDS-ON SESSION: PUTTING IT TOGETHER—WRITING + DRAWING ABOUT ARCHITECTURE
(Claire Lubell and Ushma Trakrar) – November 10**

No assignment for next week

08 / Health and architecture – November 17

Lecture: Pandemic and post-pandemic design (EL)

Lecture: Shannon Kennelly on accessibility, perspective, and empathy

Workshop: Interviews (EL)

Assignment for next week: Complete the reading(s) and reflect on the discussion questions. Type up a five-minute or approx. 500-word portion of the interview you conducted as part of the workshop, verbatim but omitting interjections such as “y’know,” “um,” “ah,” etc. If you elect to edit the text further, please do this in a separate document, and submit both the original and edited versions.

9 / Environmental Sustainability – November 24

Lecture Part 1: The shared world and the common goal of ecological care (AB or Jane Mah Hutton)

Lecture Part 2: Sustainability & Canadian architecture (EL)

Discussion

Readings:

Kelly Alvaraz Doran, “Learning from Kigali: Lessons for Climate-Positive Design.” *Canadian Architect*, November 2020. <https://www.canadianarchitect.com/learning-from-kigali-lessons-for-climate-positive-design/>

Eric Klinenberg, “The Seas are Rising. Could Oysters Help?” *New Yorker*, August 2, 2021. <https://www.newyorker.com/magazine/2021/08/09/the-seas-are-rising-could-oysters-protect-us>

Discussion questions: What are some of the ways that architecture is tied to the climate crisis? What are some of the links between social, economic and environmental sustainability? How do research and working process factor in to designing sustainable buildings and landscapes?

Assignment for next week: Prepare a draft version of your final assignment. It must include (a) at least one reference to a source from your bibliography; (b) at least one reference to a building with which you have a personal connection or interest that you have explored; and (c) at least one illustration. It may include portions of texts you wrote in-class earlier this year, and quotes from the in-class interview exercise. The more developed your draft is, the more benefit you will experience from the in-class session on editing next week.

HANDS-ON SESSION: EDITING (Elsa Lam) - December 1

FINAL ASSIGNMENT DUE: DECEMBER 16, 9 pm EST

Course Delivery Platforms & Communication

In addition to blended in-person/online lectures, workshops and discussions, we will be using the following platforms to deliver, organize and share course content, learning and work. Here is a breakdown of tools we will use in this course:

MS TEAMS – Virtual Hub for the course. Used for organizing course documents, activities, and discussions. Students will be added to the course team in the first week of class.

LEARN – Used for work submission, and grade recording and release.

In-person Activities Planning

If course activities are impacted by a change in restrictions to in-person activities, such as changes in room occupancy limits, the instructor will communicate updated in-person activity plans. These plans may alter student plans for in-person activities.

If in-person classes are cancelled, the course will be delivered entirely online via MS Teams for the duration of the cancellation.

If a student is unable to attend an in-person class session due to self-isolation or a decision to undertake the entire session remotely, they will be able to join via MS Teams for the class lectures, workshops, and discussion sessions. If this is the case for you, please notify the course TAs in advance, if possible.

We would encourage students attending online sessions to do so synchronously for the discussion portions, if possible. The lectures will be recorded, but the class discussion sessions will not be. If you are unable to attend the discussion portion synchronously, you may submit a short (200-300 word) written response to the assigned readings to gain your participation grade for the missed session(s).

Students shall not attend class if they are ill, have been in close contact with someone who is ill, or have travelled outside of Canada within the past 14 days.

Wearing of face-covering/mask is a requirement in common use areas on campus and must be worn in the classroom.

- As such, no food is allowed to be consumed during the class. Beverages are allowed if a straw is used or if the mask is lowered only for a brief period.
- When a student asks or answers a question it may be difficult for them to be heard if they are asking from the back of these large classrooms while wearing a mask. A student may briefly lower their mask to ask/answer the question and then the mask must be replaced.

Students are expected to practice frequent hand hygiene (handwashing with soap and water or use of hand sanitizer) before coming to class.

Students are permitted to sit where they wish.

Course Time Zone

All dates and times communicated in the document are expressed in Eastern Time. Eastern Standard Time (EST, UTC-05:00) applies November to March and Eastern Daylight Time (EDT, UTC-04:00) applies from March to November.

COVID-19 Special Statement

Given the continuously evolving situation around COVID-19, students are to refer to the University of Waterloo's developing information resource page (<https://uwaterloo.ca/coronavirus/>) for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules and other university level responses to COVID-19.

Student Notice of Recording

The course's official *Notice of Recording* document is found on the course's LEARN site. This document outlines shared responsibilities for instructors and students around issues of privacy and security. Each student is responsible for reviewing this document.

All live lectures, seminars and presentations including questions and answers will be recorded and made available through official course platforms (LEARN and/or MS Teams). Students wishing not to be captured in the recordings have the option of participating through the direct chat or question and answer functions in the meeting platforms used.

Individual meetings and small group discussions will not be recorded.

Late Work

Assignments that are handed in late will receive an initial penalty of 5% on the first calendar day late and a 5% penalty per calendar day thereafter. After 5 calendar days, the assignment will receive a 0%.

Late Pass

Students are allocated **one** late pass for the term. This allows students to make **one** submission **up to 72 hours** after the stated deadline without penalty and without any request for accommodation. The late pass cannot be used for the final assignment.

Students are required to communicate with your instructor their intention to use a late pass before the relevant deadline.

Only in the case of a justified medical or personal reason will these penalties be waived, and only if these have been officially submitted to the [Undergraduate Student Services Co-Ordinator](#) and accepted by the Undergraduate Office.

Students seeking accommodations due to COVID-19, are to follow Covid-19-related accommodations as outlined by the university here: (<https://uwaterloo.ca/coronavirus/academic-information#accommodations>).

Passing Grades

The standard minimum passing grade in each ARCH course is 50% with the following exceptions: the minimum passing grade is 60% for all studio courses (ARCH 192, ARCH 193, ARCH 292, ARCH 293, ARCH 392, ARCH 393, ARCH 492, and ARCH 493). Grades below the specified passing grade result in a course failure.

Mental Health Support

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to Campus Wellness (<https://uwaterloo.ca/campus-wellness/>) and Counselling Services (<https://uwaterloo.ca/campus-wellness/counselling-services>).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. Good2Talk (<https://good2talk.ca/>) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

Equity, Diversity and Inclusion Commitment

The School of Architecture is committed to foster and support equity, diversity and inclusion. If you experience discrimination, micro-aggression, or other forms of racism, sexism, discrimination against 2SLGBTQ+, or disability, there are several pathways available for addressing this:

A) If you feel comfortable bringing this up directly with the faculty, staff or student who has said or done something offensive, we invite you, or a friend, to speak directly with this

person. People make mistakes and dealing them directly in the present may be the most effective means of addressing the issue.

B) You can reach out to either the [Undergraduate office](#), [Graduate office](#), or Director ([Anne Bordeleau](#)). If you contact any of these people in confidence, they are bound to preserve your anonymity and follow up on your report.

C) You can choose to report centrally to the Equity Office. The Equity Office can be reached by emailing equity@uwaterloo.ca. More information on the functions and services of the equity office can be found here: <https://uwaterloo.ca/human-rights-equity-inclusion/about/equity-office>.

D) [Racial Advocacy for Inclusion, Solidarity and Equity \(RAISE\)](#) is a student-led Waterloo Undergraduate Student Association (WUSA) service launching in the Winter 2019 term. RAISE serves to address racism and xenophobia on the University of Waterloo campus with initiatives reflective of RAISE's three pillars of Education and Advocacy, Peer-to-Peer Support, and Community Building. The initiatives include but are not limited to: formal means to report and confront racism, accessible and considerate peer-support, and organization of social events to cultivate both an uplifting and united community. You can report an incident using their [online form](#).

Academic integrity, grievance, discipline, appeals and note for students with disabilities

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 [the Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant 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 his/her actions. [Check [the Office of Academic Integrity](#) 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 undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 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 [AccessAbility Services](#) at the beginning of each academic term.

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.