

Examples & Tips: Strategies for Helping Students Make Connections

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Part of the Integrative & Experiential Learning Series

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Consulting Plan

SPCOM 433 - Organizational Consulting—Workshop

Dr. Vay

Spring 2020

Instructions: You should be succinct and brief but thorough in your responses to the below. Try for less than 5 pages, but if you need more, please use more. But more will not necessarily earn more points. Being able to be thorough and succinct will earn more marks, however.

- I. The consulting profile –This also may be used for and from your website design information (See I and II below)

Before consultants can offer any expertise and advice, they need to be able to articulate the following:

Who we are as communication consultants...

What we do communication consultants ...

Why we do communication consulting...

How we can help you with your communication needs...

How we know we can help you (who we've helped before; real and factual skills and expertise we have)....

This information should be in a format that potential clients can refer to in their leisure and repeatedly. (You should have this on the web.) You should include this and refer to it in your consulting plan.

- II. Who is your client?
 - a. Type of business or organization?
 - b. What needs do they serve?
 - c. What are they about?
 - d. Location(s)?
 - e. Common successes?
 - f. Common concerns pertaining to communication?
 - g. Common problems?
 - h. Why do they need you?

The Consulting Project Plan

- III. Needs Assessment—what does the client need? How do you know?
How will you find out more information?
 - a. Interviews
 - b. Observations
 - c. Discussions
 - d. Research
- IV. Assessment Discussion with Client
 - a. What is your consulting proposal?
 - i. What did we find out about the issue or topic (problem)?
Describe
 - ii. Describe how you can help regarding item i above.
 - iii. What will offer/do?
 - iv. How will you will go about the above? What are your methods? How do you know your methods are appropriate for this organization
- V. Implementation
 - a. Planned and proposed Activities
 - i. Large group
 - ii. Small group
 - iii. Resources, e.g., Film, etc.
 - iv. Research
 - v. Websites
- VI. Conclusion
 - a. Summarize very briefly and enthusiastically point toward your work with the client.

SpCom 433: The Organizational Consultant, Fall 2020, dr. vay
Conversation with a Consultant Assignment Sheet

Each of the below criterion is worth 20 points. So if the group does the labor in each category, then that group will receive 80% on the assignment. There is no partial credit for the category. It's all or none in each category as a contract.

1. Pre-interview work: Contact consultant, preferably by phone, and get information about consultant, consultant work, etc. in order to do a quality introduction. Also do some preliminary research on the consultant's area of consulting and the consultant.
2. Provide a quality introduction to the consultant in the recording.
3. Facilitate the whole interview/discussion from set up to completion. Facilitate and moderate a quality discussion with the group, giving the consultant time to speak and the group members opportunities to engage. Group members must participate in questions and comments during the discussion, but must not dominate discussion.
4. After consultant discussion, highlight main points from discussion for class to remember. What are the big take-away points in relation to previous class discussions? What should we know more about?
5. Quality and innovative performances.

Assignment Sheet: Non-Technical Presentation

Essential Information

Due Date: 8 December, 9am (end of Week 12)

Genre: Recorded oral presentation with accompanying PPT slide

Length: 3 minutes (3-Minute-Thesis, or “3MT” format)

Value: 100 points (Assessment criteria outlined on the “Non-Technical Presentation Rubric”)

Assignment Overview (“Rhetorical Situation”)

Option A: If you have recommended that AccessTech develop a specific product OR continue to devote resources to the topic you researched...

*The AccessTech directors are so impressed with your report and your recommendation that they have decided to move forward with your idea! To embrace the Disability Rights Movement’s principle “**Nothing About Us Without Us**,” they have assembled an 8-person focus group from the community that your proposed ECE product/service/direction would target as its main “users.”*

You are now responsible for preparing a short presentation for the focus group that:

- a) Introduces your recommendation,
- b) Presents research that supports your conclusions, and
- c) Invites feedback to improve how your idea assists these users.

Option B: If you have recommended that AccessTech *NOT* continue pursuing the area of development you researched...

*The AccessTech directors are impressed with your work and they appreciate your willingness to make a “negative” recommendation to prevent the company from moving in unproductive directions. They do, however, think that the specific impairment/disability you’ve identified have potential as an area of focus for the company. To embrace the Disability Rights Movement’s principle “**Nothing About Us Without Us**,” they have assembled an 8-person focus group from that community to help brainstorm potential alternative ideas.*

You are now responsible for preparing a short presentation for the focus group that:

- a) Introduces the topics you researched,
- b) Presents the evidence you found that supports your decision to recommend against pursuing this area of research further, and
- c) Invites feedback on alternative ways that an ECE company could assist people living with this impairment.

Since the goal of a focus group session is to move *quickly* into the feedback part of the discussion, the AccessTech directors would like you to keep your presentation short and engaging—that’s why they have directed you to use the **3-Minute-Thesis (3MT) format**. They also want you to remember that your audience is *not* made of technical specialists, so you’ll need to think carefully about what information you’ll emphasize and how you’ll clearly convey relevant technical details. Keep in mind as well that the end of the presentation should explicitly (directly!) **invite comments** from the audience.

Assignment Requirements (3MT Genre, Submission Guidelines)

What is “3MT”?

3MT is a presentation style that distills a research project’s main messages into one visual slide and an accompanying 3-minute presentation. In this 3MT presentation, you will introduce the recommendation you’ve made to AccessTech, covering your main conclusions and the highlights of your research, and then invite feedback from your audience (members of your targeted “user” group).

The emphasis in 3MT presentations are on clear public speaking, research communication, and putting your research into a larger perspective for an **audience of non-specialists**. These skills will prepare you for developing future presentations, as well as give you practice at honing visual arguments. Note that no notes, laser pointers, animation or sound and video files, or props are allowed in the 3MT format.

Before you begin planning/designing your 3MT presentation and slide, be sure to review the rules and evaluation criteria outlined on the UW 3MT Competition [website](#).

Where and How will you submit your 3MT?

3MT Slides

A PPT template for this assignment is available in LEARN. It includes:

- A **“Title Slide,”** onto which you should type an informative project title and your name, but which you should not otherwise modify
- A **“Content Slide,”** which you may design as you see fit, but which should include primarily VISUAL content (i.e. not a bulleted list). There are many examples of 3MT slides available online, so feel free to look around for models that you could adapt.
 - *Note: If your main “user” group is a community with a vision impairment, you should still develop a visual slide; think of it as a resource for YOURSELF—to help you move smoothly through the presentation—and also for the main audience members’ friends/family/support workers who might accompany them at the focus group session.*

Please upload your 3MT ppt slide file to the LEARN Dropbox by the assignment deadline.

3MT Presentation

You will submit your 3MT presentation through the **BONGO** software within LEARN. As with your earlier “Pitch” presentation, you can record directly within LEARN or upload a pre-recorded video.

Please begin recording with your presentation’s **“Title Slide”** showing for **10 seconds** of silence. Then, advance to your **“Content Slide”** and begin speaking. You have a maximum of **3 minutes** from when you advance the slide to complete your presentation.

Note that your presentation will be viewable by all of your classmates.

Assessment Criteria

The “Non-Technical Presentation Rubric” that will be used to assess your submission will be posted to LEARN. Keep in mind that the following criteria (slightly modified from the 3MT Competition website) will factor into the presentation’s assessment, as well as considerations for slide content and design:

Communication

- Did the presenter use language and terminology that was clear and understandable?
- Was the pace of the talk effective?
- Did the presenter use non-verbal communication (i.e. eye contact, voice modulation, body language, etc.) effectively?
- Did the slide enhance, rather than detract from, the talk – was it clear, legible, and concise?

Comprehension

- Did the talk help you to understand the main idea and the background research the presenter had done to develop their recommendation?
- Did the presenter clearly outline the goals/intended outcomes/significance of their idea?
- Did the talk follow a logical sequence?

Audience Engagement

- Was the talk engaging and directly addressed to this audience—to the relevant “user” group?
- Did the talk prompt the audience to want to know more and/or provide feedback?
- Did the presenter convey enthusiasm for their work?
- Did the presenter capture and maintain the audience’s attention?

AA3 - created by Dr. Megan De Roover

Writing for the Public (W4P) Presentation (AKA Show & Tell)

You are responsible for one (1) Writing for the Public (W4P) Presentation which is valued at 10% of your overall course grade. The presentation is due Friday March 19, 11:59 PM.

The objectives of this assignment are to engage in formal extemporaneous speaking, practice persuasive speaking strategies.

Students are welcome to use a presentation tool like PowerPoint (to facilitate the use of visual aids) or deliver their presentation as a video of themselves speaking. If you have other creative ideas for how you would like to create your presentation, please contact your instructor. This is your opportunity to share with your classmates and your instructor the content of your writing for the public assignment in a creative and "live" format.

The content of your presentation should be based on your written Writing for the Public assignment however, it shouldn't just be you reading your written version out loud. This should be something specifically designed for a live audience. Think of it as a show and tell of your written Writing for the Public assignment, where you get to tell your peers about what you created and how you made those choices. For more information on what your Writing for the Public written assignment should be about or could contain please see prompt for that assignment.

The Writing for the Public Presentation will require students to give a 4-6-minute recorded presentation on their Writing for the Public topic. Students will also provide a written presentation outline (notes) that they use to develop and organize the presentation. You are welcome to use the basic presentation outline as the basis for your presentation.

The impromptu video and feedback assignment will offer critical practice and feedback for you to engage with and improve upon for your W4P presentation

Writing for the Public presentations are due on Friday November 13 at 11:59 PM in the appropriate Learn Dropbox. File format can be .pdf, .doc, .ppt, or mp4. After you have submitted your presentation, I will make them public for your classmates to view.

Writing for the Public presentations are graded on a variety of elements including both a design and delivery. These include elements such as adaptation to audience, organization, clarity of explanations, persuasiveness, extemporaneous, use of voice, rate and timing, enthusiasm and confidence, ethos, visual aids, and eye contact/facial expression/bodily gestures if applicable.

Writing for the Public Presentation

Deadline: Friday March 19, 11:59 PM in Dropbox, presentations as a .ppt or .mp4 and notes as .doc or .pdf

Create a 4 – 6 minute recorded presentation for the class on your Writing for the Public topic, supported by notes. Be creative but remember, this is the first time many of your classmates will be learning about your topic.

D1: Group Norms document (5%)

Submission	Submit in PDF format to the LEARN dropbox
Due	Friday Sep 20 @ 11:59pm.
Deliverable	No more than 5 pages, 11pt., 1.5 line spacing
Resources	Becker, Israel & Allen; Oakley

Description

In researching and designing your museum exhibit during this course, you will be working in a group. You will have a lot to do in a relatively short period of time, and a significant portion of your course grade depends on group deliverables. It will be important to get buy-in and commitment from everyone involved. Careful, explicit attention to collaborative process is critical to maintaining a productive group. For this deliverable, you will write up a brief document that describes the ways in which your group members have agreed to explicitly approach the important aspects of group process in your collaboration.

In class we will spend time identifying important aspects of group norms. You will also be able to use your Group City to explore aspects of working together. You will have some class time for your group to propose, discuss, and agree on specific *normative practices* you will use in your collaboration to attend to these important aspects. Normative practices are those that all members of the group agree to subscribe to. By engaging in this discussion, you will be addressing one of the strategies/areas identified in Becker *et al*, *Establishing Norms for Working Together* (see **Resources**, above), but you should be sure to explicitly cover the others identified in class, as well as any others your group feels should be included.

KI students have spent a lot of time thinking and learning and discussing about group work. Recall material on working as a group and running effective meetings from INTEG121. Remember your reflections on group work in INTEG121 and 221. Much of that is transferrable here. In your discussion, consider advice from other classes, other readings you may have done (Oakley is a useful, easy read; see **Resources**) and your previous experience of group work for potential pitfalls and suggestions for how to address these issues through group process. What has worked for your groups in the past? What may not have worked so well? Remember that you have been exposed to these ideas before, and learn from that experience.

In your discussions, ensure everyone is heard. Terms like *being committed*, *communicating*, *listening*, *contributing*, *being prepared*, etc. mean different things to different people. Make sure you're on the same page.

D1 will be assessed "check/check plus/check minus", essentially reflecting the amount of detailed, reflective thought that comes through in the submission. As an example of what that looks like:

Check-minus: "**Meetings**: We agree that meetings are very important and we should not miss any."

Check: "**Meetings**: We agree that meetings are very important. If we need to miss one, we will make sure to notify the group ahead of time and catch up on the minutes of the meeting within 48 hours."

Check-plus: "**Meetings**: We agree that meetings are very important, but we understand that there may be situations where one or more group members need to miss a meeting. We will circulate an agenda at least 3 days prior to each meeting, particularly those in which important decisions need to be taken. If anyone can't attend a meeting they will let the rest of the group know as soon as possible, send their input on agenda items to all group members ahead of the meeting, and catch up on the minutes within 48 hours. The group may need to defer critical decisions to a future meeting if they feel a member's absence might affect the decision or their ability to buy into it."

AA5 - created by Dr. Rob Gorbet

D10: Implementation Plan (5%)

The *implementation plan* describes how your museum exhibit will come to life. It helps you firm up how your group will allocate its resources (time, money, and skills) to specific areas of the exhibit implementation, and how each component of each area will be implemented.

There are two parts to the implementation plan: **Part I**, the high-level project management document (a group deliverable), and **Part II**, a more detailed budget and timeline for each of your individual roles (an individual deliverable).

Part I is done as a group and describes the high-level tasks and how you intend to accomplish them, including the items below. A template has been created in the Learn D10 folder that you should use. To be included:

- How your group has chosen to divide up responsibility for the project up according to the major roles of Project Management, Research, Objects, Visual Design, Building and Activities. If there might be ambiguity about what falls under which role, the document should clarify to ensure you have covered everything. (e.g., Who will take the lead on the visitor study? Who will track expenses? Who will be the person managing the doors?)
- Who will be the “supports” for each area of responsibility?
- A list of high-level deadlines for January to April, showing all major milestones (e.g., layout finalized, didactics finalized, all doors painted, all supplies purchased and built, exhibit installed, deliverables submitted, etc.). You should start from the high-level timeline provided on Learn.
- An integrated budget showing total group expenses, with approximate upper and lower ranges where relevant (e.g., if a decision has not yet been made between building or buying, forms of didactic printing, etc.). This will be created from individual budgets (see below).

Part II should comprise two tables for each of your roles, which should be prepared by the individual responsible for the role.

- Table 1: A list of physical components required for your part of the exhibit: what are the things that you will need to bring to the exhibit (e.g., printing, paint, objects, survey instruments, etc.)? Include any possible sources you’ve identified, and an approximate budget for each item. The goal is to help you start breaking down the task and making a list and approximate budget.
- Table 2: A timeline with dates showing what tasks need to be done when in order to bring your area(s) of responsibility to completion. Major milestones on this timeline should match up with the overall group timeline (e.g., when final didactics need to be printed). Include a column with notes listing any dependencies (e.g., text needs to be written before didactics can be printed; paint needs to be purchased before doors can be painted). The goal is to get each of you thinking in detail about the action items and components that you are responsible for within your exhibit, to help you identify dependencies and bottlenecks, and start to plan the execution of the exhibit.

There is a **template** for **Part I** on Learn in the deliverable folder.

NOTE: The physical form of the budget and timelines may vary from group to group. I know some of you have already started using PM tools, and it’s more important for it to be useful for you and your group than having it meet a specific format for my sake. You may choose to do parts of it online: the

budget will likely be in a shared Google spreadsheet, while the timeline may be laid out in Trello or MeisterTask or may be done “on paper” (e.g., in a Word or Google document). I will be flexible as long as you make sure I can find the content.

Some suggestions for using online tools:

- If you use a common spreadsheet for budget then in addition to including columns suggested in the D10 template, include columns for the role and who is responsible. That way each lead can add the items that need to be purchased/built/borrowed for their areas, and it’s easy to filter on those columns to see just one area, and create subtotals for each area for a high-level budget.
- If you’re using an online PM tool such as Trello, think about ways to use colour-coding, tags, assignments, etc. to distinguish what is related to which lead role. Each tool will have a different best way of doing this, but most should have some way. This avoids having to have a separate Trello board for each role, and ensures that the relationship with the overall project and cross-role dependencies can be easily seen. **Even if your Project Manager is the person who will later track tasks, they should not be responsible for *building* this initial set of tasks. Each role lead should add their own to the group’s board.**

Grading: The purpose of this assignment is to get you to start planning. Of course you will not get everything “right” off the bat. Some things will be estimates and things will invariably change. To help you focus on doing the work and not worrying about whether you’re getting it “right”, this deliverable will be graded check/check-plus/check-minus. It’s more about effort and thoroughness than it is about getting it “right.”

The template file in the following pages is available in Google Doc format in the Deliverables folder on Learn.

TEMPLATE (THIS WILL BE IN A GOOGLE DOC ON LEARN FOR THE FINAL VERSION)

Instructions:

This document provides templates and examples of the tables which form the first part of the Implementation plan.

You can't edit this original, but make yourself a copy (File/Make a copy...) and then edit away!

When you complete the tables, delete the example information and feel free to add any rows or columns that make sense to you given your project/group.

When you've completed the tables, delete this instruction page and any left over instruction text (in italics below) and then save to PDF. Combine that with your Part IIs (see the Deliverable Description on LEARN) and submit to the drop box.

If any part of this deliverable (Part I or Part II) is done online (e.g., if your Timeline is on a Trello board), just put a share link into that section of the document. **This is not intended to be a make-work project.** It should be as useful to you as possible, so it's fine to make modifications to this as long as you make sure you

1. point me clearly to each of the components and
2. make it clear how I can identify each person's contribution to Part II (e.g., "on our Trello board we colour-coded each lead person's contributions, and here's the legend").

Areas of Responsibility

The table below shows how your group has chosen to divide the key areas in the project. It also shows who is leading each, and who is supporting. Use this visual representation of the work distribution to identify whether anyone might need to be shuffled in order to equilibrate, but remember that not all areas represent an equal amount of work. If it makes sense to your group to break out any additional roles (e.g., Visitor Study, Accounting) feel free to do that but make sure to indicate who is leading and supporting, and make sure no one person is leading more than two areas.

Area	Name 1	Name 2	Name 3	Name 4	Name 5	Name 6
Research	lead	support				support
Visual Design	support	support	lead	support		support
Objects	support			support	lead	

PM		lead				support
Building	support		support	lead		
Activities						lead
...

Disambiguation

Replace this text with notes which help clarify any ambiguity in the assignments above, to make it clear which departments are responsible for details which may fit in more than one. E.g., “The Visual Design department is responsible for selecting and proposing paint colour choices, but the Building department is responsible for purchasing the paint and painting the doors.”

High-level timeline

Starting with the high-level timeline provided on Learn, create a high-level timeline for your group. In the table below provide your best estimate of a reasonable timeline for the high-level checkpoints between now and the end of the course. A few of the key milestones have been filled out for you, but you will want to add more. Don’t get too granular here; you’ll do that individually in your area timelines.

If you are using an online project management tool and your high-level tasks are easy to identify, it’s fine to just point me to that instead of the table below.

Checkpoint	Date
Layout finalized	
Text finalized	
Objects purchased	
Any building ready to go	
Doors painted	
Museum opening	Mar 16 2020
Exhibit tear-down	Mar 21 2020
Visitor study designed	
...	...

High-level budget/object tracking

Create a shared spreadsheet that you will use to track objects & expenses, and share it with the instructor as well. You'll want it to have at least the following columns: item, Area, source, who bought or provided the item, amount budgeted, actual amount spent. If you are uncertain about an amount to budget, put the maximum you are willing to spend but do make your best effort to get real cost estimates. Other columns you may want to consider are: date, origin, who has the receipt, reimbursed or not, where it is currently, fate post-exhibit. This will allow you to predict and track your expenses, and compare as the project progresses in order to control spending, calculate reimbursements, and maintain a record.

The lead for each Area should complete items for their Area. For the high-level budget due with D8, sort/filter by Area and then copy into this document to provide a total budget and Area subtotals (e.g., how much you budgeted for paint, objects, didactics, etc.). The table below is one example of what your spreadsheet might look like.

Item	Area	Payee/Provider	Budget	Actual	Source
2 gallons Pink Bubblegum paint	Building	Sarah	\$60	\$45.78	Canadian Tire
3 brushes, 2 rollers, 1 paint tray	Building	Sarah	\$20-\$40	\$35.43	Canadian Tire
bookshelf	Building	James	\$0	\$0	Borrowed from Tony
Teddy bear	Objects	Louise	\$10		Value Village?
4 Glass bowls	Objects	Louise	\$8	\$8	Dollar store
Box of pencils	Research	Jonathan	\$5	\$3	Dollar store
Stickers for voting activity	Activities	Jane	\$5	\$2	Dollar Store
Vinyl	Visual Design	Matthew	\$100	\$137	Westmount Signs
Plywood & acrylic for sorter	Building	Matthew	\$30		Home Depot
...

Links to live project documents

Please include links to any live spreadsheet and/or PM documents in this D10 submission document!

If inviting me to a shared document (including Google), please use rbgorbet@uwaterloo.ca.

AA6 - created by Dr. Alicia Batten

Arts 130 – “Life Stories” - Collaborative Audio Podcast (worth 5% [notes] + 10% [collaborative audio recording]) – The notes are due **March 19th** and the collaborative audio recording is due **March 26th**.

If you use Zoom, or cellphones, or some other means of making this audio file, please upload a recording to the Dropbox on LEARN. If you choose to use the Bongo Group Video Assignment means of making the Podcast (instructions at the end of this assignment page), then you submit the assignment (please cover your webcams as you do not need video, only audio) in the “Video Assignment” submission area (go to “Submit” then “Video Assignment” and not the Dropbox. Whatever way you and your peer(s) decide to do this, you should each submit a podcast (even though they will be identical).

I will put you in pairs (or possibly one group of 3 students) to prepare this audio recording together. Basically, this podcast is a conversation about the memoir you are reading for your memoir analysis assignment. This audio recording should be a total of 10 minutes long (or 15 minutes if you are a group of 3). You can use whatever recording method you wish, as long as you upload the audio recording to the LEARN Dropbox by the deadline (unless you use the Group Video Assignment means, as indicated above). You may also wish to edit the podcast a bit, or add music to the beginning and end. Here is a brief article by student Nick Firth, [Exploring Podcasts Medium \(Student Use\)](#), about making Podcasts that has some helpful links. Nick has included links to ZOOM as well as Audacity (<https://contensis.uwaterloo.ca/sites/open/resources/CEL-ORR/toc/modules/recording-with-audacity.aspx>), which is a free online tool that can assist in editing audio files.

The purpose of this assignment is to foster collaboration, practice oral speaking, and help students think about and prepare their Memoir Analysis assignment. Here are some steps to work through to complete this assignment:

1) Make sure that you have completed reading the memoir of your choice for the Memoir Analysis assignment. As you read your memoir, think about and write some notes in response to the following questions:

- a) Who wrote it (name, where were they from, are they contemporary or from the past)?
- b) What was the primary theme of the memoir? Was it about a particular period of their life or a particular event such as the death of a loved one?
- c) Why do you think that they wrote it?
- d) What does the author appear to have learned from the memoir?
- e) What are some stylistic features of the memoir that are compelling (images, metaphors, other features)? Be sure to include specific examples.
- f) What did you learn from the memoir?
- g) How does the memoir make you think about your own life? In what ways? Was it helpful or perhaps difficult? With what questions does it leave you that you think deserve further exploration?

SUBMIT THESE NOTES TO THE DROP BOX BY March 19th (you can submit them earlier if you wish but there are no extensions for this assignment) – I will mark the notes based on a) you have addressed all the questions; b) the clarity of the notes (they can be in point form, but they need to make sense)

Once you have made notes about the above questions, arrange a time to meet with the other student(s) with whom you are working (either virtually or in-person, practicing safe social distancing). You are going to have a conversation about your respective memoirs that will form the content of the podcast. You do not have to be overly formal or scripted. Try to maintain a conversational tone in which you are enjoying learning about the different memoirs that each of you read.

As you discuss your memoirs together, feel free to ask for more elaboration on some points, or, for more examples, or perhaps off a brief response such that your partner(s) will offer more detail about a particular point that they are making. It is good to have some spontaneous conversation and even banter.

You can compare your experiences of reading and thinking about a memoir. Indicate whether there were points of contact between your experiences of reading and thinking about a memoir, or if you had completely different experiences. Include that final dimension of the conversation in your podcast. Submit the podcast audio file to the Dropbox by March 26th.

Marking Rubric (I will mark each participant individually, based on your overall participation in the podcast):

Content and Critical Thinking	The podcast critically addresses each memoir in detail (with examples) The podcast poses questions to be further explored	The podcast critically addresses each memoir with some detail The podcast provides some question	The podcast critically addresses each memoir but with little detail There are no questions
Clarity, Quality, Audio	The podcast is clear, flows really well, has good audio (note: there may be pauses, and “umms” and nervousness, but you want to have fun with this, and enjoy the informal but informed conversation)	The podcast is mostly clear, and flows pretty well, and has good audio	The podcast is hard to follow, doesn’t flow well, and may not have good sound

If you do not want to use cellphones, or ZOOM, or some other means of making the podcast, you can use the Bongo Group Project Video Assignment that I have set up on LEARN. If you use that means of making the podcast, remember to *cover your webcams* as you do not need video, only audio. You will have to arrange a time to meet with your collaborator(s) synchronously, record the podcast, and then submit it (it does not need to go to a Dropbox as you submit it in the Video Assignment tool). Here are some guides that should be helpful if you are going to make the podcast using the Bongo Group Video Assignment.

First, go to “Connect” then “Virtual Classroom” where you can set up a meeting time that works for you both. [How to schedule a Virtual Classroom meeting within a Group Video Assignment](#)

[How to complete a Group Project](#)

[How to submit a Video Assignment](#)

EC1 - created by Dr. Alana Cattapan

AMA Assignment Sheet

From the course outline:

Ask me anything (AMA) questions (15%): At the beginning of the term we will be planning our slate of guest speakers for the term, and developing questions to ask. This assignment asks you to draft interview/discussion questions for potential guest speakers. Questions should be informed, clear, well-written, and intended to allow the speaker to elaborate on their experiences in Canadian politics.

Some more information:

Think of the assignment this way: we are, as a group, engaging in a journalistic endeavour. We have the opportunity to ask some brilliant and incredibly experienced experts in Canadian politics a series of questions. And we don't want to waste the opportunity. How can we get them to tell us their most compelling stories? How can we get them to give us nuanced and interesting answers?

Writing good questions is also an important skill, and one that you'll draw upon in other classes, and in a wide range of professions from lawyer to researcher to policy analyst to journalist. It is difficult to come up with the kinds of questions that help people open up, and requires you to understand a bit about who they are and what their contributions have been. In order to start you off with your background research on AMA speakers, the syllabus includes links for each.

Resources to help:

- <https://www.wbur.org/hereandnow/2019/03/08/dean-nelson-interviewing>
- <https://pulitzercenter.org/builder/lesson/six-tips-strong-interviews-25369> (especially tips 1 & 2)

A few more details

- Two questions for each of our planned speakers
- Total of 10 questions
- Use the template format (or a slight variation if you like)
- Each question will be marked out of 1 (possible marks are 0, 0.5 and 1) for a total of 10, with the additional 5 marks reserved to reward particularly thoughtful, creative and/or well-researched questions.
- Marks will focus on demonstrating background research, asking open-ended questions, clarity in writing, and connections between the speakers' work and the course.

AMA Rubric

Question Rubric

Grade (per question)	
1	<ul style="list-style-type: none">• Question demonstrates strong knowledge/research about the speaker and/or their field• Question is open-ended and invites a robust answer/story from the speaker• Question is clear, well-written, and easily understood
0.5	<ul style="list-style-type: none">• Question demonstrates some knowledge/research about the speaker and/or their field• Question may allow the speaker to expand on their thoughts• Question is not entirely clear and/or grammatically correct
0	<ul style="list-style-type: none">• Question does not demonstrate knowledge/research about the speaker and/or their field• Question is close-ended• Question is not clear and/or grammatically correct

Additional marks:

(You may be rewarded up to an additional 5 marks for questions meeting criteria listed below)

- Does any question invite connections to course concepts?
- Is any question particularly well researched?
- Is any question particularly thought provoking or creative?

Grading Sheet (to be used by instructor/TAs doing the marking)

Name:

Date:

Grade:

Grades per question:

Grade (per question)			
Speaker	Question	Grade	Notes (if any)
Senator Marilou McPhedran	1		
	2		
Jean-Pierre Kingsley	1		
	2		
Kerri Froc	1		
	2		
Christine Saulnier	1		
	2		
David Leech	1		
	2		

Additional Grades:

- Does any question invite connections to course concepts?
- Is any question particularly well-researched?
- Is any question particularly thought provoking or creative?

**AMA (Ask Me Anything) – PSCI 260/LS 206
Winter 2021**

Name:

Student Number:

Date:

Marilou McPhedran

1.

2.

Jean-Pierre Kingsley

1.

2.

Kerri Froc

1.

2.

Christine Saulnier

1.

2.

David Leech

1.

2.

Anything else you'd like to include (i.e., sources, notes):

In addition to this blue text, there are four comments in this PDF. If you can't see them and read the comment, you'll want to find another PDF viewer for use in this course.

EC2 - created by Dr. Rob Gorbet

INTEG320 — **The Museum Course: Research & Design, Fall 2019**



INTEG320 is a 12-week, half-credit course that is part of the core program for Knowledge Integration students. It is the first half of “The Museum Course”, which includes INTEG321, in which students apply their skills and experience to a major collaborative interdisciplinary project: the design of a museum exhibit. In groups of 5-6, you will identify a topic within a theme and determine associated learning objectives: what do you want your visitors to experience, feel, learn. Over the course of the 24 weeks of INTEG320/321, you will collaborate within your groups to research, design, build, and exhibit a museum exhibit on that topic, that uses objects, text and experiences to help achieve those learning objectives. Roughly speaking, INTEG320 comprises the project definition, research, conceptual design, and early prototyping phases of the project. Time in INTEG321 is spent critiquing, refining, redesigning, and fabricating the exhibits for public exhibition in March.



Calendar Description: An introduction to the museum, broadly interpreted as the public face of scholarship. Students work in small groups to research in-depth an inter-disciplinary topic of personal interest, and design a museum exhibit suitable for a particular audience.

Prerequisite: Level at least 3A

Meet Time:	Mondays & Wednesdays, 12:30 – 2:20 pm, EV2-2069
Instructor:	Rob Gorbet, rbgorbet@uwaterloo.ca Office hours: Wednesday 9:30am-11:30am, EV1-214
TA:	[REDACTED]
KI Senior Design Design Instructor:	Paul McKone, pdmckone@uwaterloo.ca Office hours: Monday 2pm-3pm, EV2-2069 (studio) <i>Note: Paul's office hours overlap the class meet time on purpose.</i>
Workshop:	Dan Beaver, dbeaver@uwaterloo.ca Workshop: EV2-1009 Office: ask for Dan @ the MAD service desk (EV2-1008)
Required Text:	None. Occasional readings may be assigned throughout the term and available on LEARN.
Course Fee:	None; students are responsible for costs associated with their exhibits (typically \$100-\$200 per student, mostly spent in INTEG321)
Communication:	#slack team “KIX 2020” (kix2020.slack.com) Email (from your @uwaterloo.ca address, with “INTEG320” in the subject) LEARN website
Certifications:	Students will need to complete a workshop safety orientation by the end of October. Students will need to have completed the “safety orientation/WHMIS 2015” before October 22. Students that don't attend one of the scheduled workshop safety orientation sessions, will need to contact Dan Beaver and receive training before they can book use of the MAD workshop. For more information, visit https://uwaterloo.ca/safety-office/training/student-safety-orientation-whmis

Objectives: The Museum Course provides a context in which students gain experience applying their skills in research, communication, collaboration, and design. The obvious end product is the museum exhibit, but perhaps more important is the development of collaboration and other professional skills that accompany the creation of that exhibit. As with any university assignment, we don't ask you to build a museum exhibit because there are museum exhibits that need building; we ask you to build a museum exhibit because of the growth and impact that activity will have on you, the student. More specifically, in INTEG320 you will:

Knowledge & Design Practice

- Increase your knowledge about issues in museum design: learning paradigms, interactivity, labels, user experience, etc.
- Increase your domain-specific knowledge about your specific topic area and, in the process, gain experience and increased comfort doing independent research.
- Understand, apply and defend evidence-based decision-making in the context of your exhibit design.

Group Work & Professional Skills Development

- Exercise your time management, organizational, negotiation, leadership, followership and other professional skills.
- Gain experience identifying, understanding and addressing the issues that may arise during a complex, extended group project.
- Experience the satisfaction of making your ideas come to life in something physical, and the pleasure of watching how that thing creates an impact on others.

The Museum Project: During the 12 weeks of INTEG320, you will form a group, refine a topic and associated learning objectives, research your topic and aspects of the visitor experience, identify and design objects and activities, and develop a storyboard detailing the experience of visiting your exhibit. In INTEG321, your group will design, test, iterate, build, and show your exhibit.

This year, I am asking groups to align their topics with some aspect of the United Nations' Sustainable Development Goals (<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>).

*Your aim will be to **educate visitors** on some aspect of one of the goals, and ideally **inspire them to action**.*

The primary audience for the design will be high-school and university students. However, the exhibit will be open to the entire Waterloo community including adults and children: faculty, staff, parents, siblings, and community members. You will want to consider the points of view of different segments of this audience in your design.

Course Delivery: This is an experiential learning, project-based course. The primary purpose of lectures, discussions, meetings, and deliverables is to support and advance the state of the project. In the balance of theory vs. practice, it leans very heavily towards practice. This has implications for every aspect of the course, from class format, to meet patterns, to feedback & grading.

The Storyboard: The major deliverable in INTEG320 is the Storyboard: a document which integrates and recounts your vision for your exhibit, how you've divided that up into learning objectives, and how you've designed the visitor experience to accomplish those learning objectives. **You will be building your**

storyboard in a shared Google Presentation throughout the term, with classroom content, activities, and deliverables structured to encourage iteration, regular feedback, and a progressive shift in Storyboard focus from high-level to more detailed as the term progresses.

Class Format: The class meets twice/week for two hours each time. Meets will include different types of activities (lecture, discussion, design group meetings, meetings with teaching team, skill-group meetings) which will shift in importance over the course of the term. Early meets will be mostly focussed on information transfer, with limited time for individual work. Once groups have been formed there will be more time for groups to work during meet times, **though you will still need to find time outside of class to meet together at least weekly.** After reading week as you get into the details of your designs, it will be helpful to start skill-group meetings (e.g., the editors from each group). **Students are expected to attend all meets unless they have approved reasons for absence that were communicated in advance to the instructor and their group mates.**

Group Work Time: Groups will have some time during class most weeks to meet together and work on the project, but you will need to find other times to meet, as well. During in-class group work time I will be available to answer questions and provide advice. If I know when & where your group meets outside of class time I may be able to drop in on some of those as well.

Group Updates: For this course, the most effective mode of feedback from the instructional team is face-to-face conversation, allowing for efficient back and forth and quicker iteration. Each group will meet with Findley or I (alternating weeks) for 15-20 minutes during Wednesday class for an update/feedback session. In advance of that, every Monday, each student will submit a brief check-in on slack which the instructor, TA, and their group mates will all read. These are intended to be light-weight and helpful, rather than onerous and distracting, and will help focus the update. In addition, we will review the state of your Storyboard prior to each weekly update.

Research: There is no required textbook, and there are no mandatory readings for INTEG320 or INTEG321. You will need to do two kinds of research in developing your project: topic research (e.g., learning about food security, if you choose SDG2 Zero Hunger) and museum design research (e.g., about pedagogy, activity design, construction, text layout & printing). There are a few reasons I don't assign formal readings in the course:

- While I can tell you when in the process you might need a particular piece of knowledge, groups vary so much that it is hard for me to identify an appropriate date for any particular reading.
- Taking up the readings formally as a whole group is usually not an effective use of class time in this course.
- Part of the goal of INTEG320 is to encourage you to start finding your own readings in a context where you have the support and encouragement of your peers, in preparation for your senior research project.

I have put a Resources folder on LEARN which contains a lot of relevant papers and other resources as a starting point, including the readings from INTEG230. In that folder there is also a document which summarizes each key reading and indicates when in the process it might be helpful; I will also suggest different resources at points in your process throughout the term. I encourage you to peruse that folder early in the term so that you know what's there.

Class Schedule: Further details about deliverables will be posted on LEARN. Entries in italics are individual or group work time during the class period. **Note: because of changes to the structure of the course this year, sessions after the Fall Break might shift a bit in response to group progress and student needs.**

Week starting	Monday 12:30-2:20	Wednesday 12:30-2:20	Due Friday by 11:59pm
Sep 2		Course overview; Museum as a Design Project; review SDG website	
Sep 9	The Storyboard; Cognitive City software demo	Group Dynamics: Tuckman, Lencioni, your experiences	
Sep 16	Exaptive guest lecture: using Cognitive Cities for group success	<i>Updates; Working on your Group Norms</i>	- Group Norms
Sep 23	<i>Working on your Big Idea</i>	<i>Updates; Working on your Big Idea</i>	
Sep 30	Designing learning objectives (LOs) <i>Group work time</i>	<i>Updates; Working on your LOs</i>	
Oct 7	Transformative Experiences <i>Group work time</i>	<i>Updates; Working on your LOs</i>	- Big Idea & LOs - Indiv. Reflection
Oct 14	<i>Fall Break -- no class</i>		
Oct 21	From LOs to Learning Experiences	<i>Updates & Group Work</i>	
Oct 28	MAD Workshop, KIX space, doors	<i>Updates & Group Work</i>	- Pres ⁿ slides
Nov 4	Class Presentations	Conflict Resolution Workshop	
Nov 11	Writing Didactic Text	<i>Updates & Group Work</i>	
Nov 18	<i>Group work time</i>	<i>Updates & Group Work</i>	
Nov 25	<i>Group work time</i>	<i>Updates & Group Work</i>	
Dec 2	<i>Storyboard Critique</i> <i>End of term reflection/celebration</i>		

Group Work: The nature of The Museum Course requires significant, extended group work, in a way that you may not have experienced to date. You will undoubtedly encounter conflict, but not all conflict is bad! Groups will be highly encouraged to engage in regular reflection about their process and give each other formative feedback at regular intervals. While groups are expected to openly discuss and resolve any issues that arise—indeed, a significant part of the learning is in doing so—the instructor is available to act as a facilitator if any group member desires.

Deliverables: The deliverables for INTEG320 are listed below along with their weights and due dates. Things are due **by 11:59pm** on the date listed below. Dates are all Fridays except (*). The notation, “(G)” indicates a group deliverable, and “(I)” indicates individual work. Detailed descriptions of the deliverables, instructions for submission, and assessment details will be available on LEARN.

D#	Deliverable Title	G/I	Weight	Due Date
D1	Group Norms	G	5%	Sep 20
D2	Weekly Reports (10/group member over the term) <i>Due each Monday 11:59pm from Sep 16-Nov 25</i>	I	5%	Various
D3	Big Idea & Learning Objectives	G	10%	Oct 11
D4	Individual Midway Reflection	I	5%	Oct 11
D5	Presentation (Nov 4th in class)	G	ungraded	Nov 3 *
D6	Storyboard draft (for in-class feedback, Dec 2)	G	ungraded	Dec 1 *
D7	Exhibit Storyboard final	G	55%	Dec 13
D8	Peer/Self Assessment	I	20%	Dec 13

Grading: Reflecting the ongoing, iterative nature of the design process, your grade in INTEG320 will be made up of a lot of “small” grades and one important final grade. You can think of the smaller grades as formative feedback that is quick and low-stakes so that the work you’re doing in the course can contribute to the overall process and not to big interim documents. This in turn will make the final project stronger.

Since the collaborative process is also an important part of the course, a portion of your grade will depend on end-of-term peer- and self-assessments. Groups will be highly encouraged to engage in regular reflection about their process, through the Weekly Check-Ins and in other ways, and give each other formative feedback at regular intervals.

Note that the same mark will be given to all students in a group. If you feel some group members contributed significantly more or less than others, please contact the instructor within two days of receiving the mark. We will ask each group member to summarize and evaluate the contributions of all group members to determine appropriate individual marks.

Late submissions: Each individual will be allocated a total of 4 grace days, which allow deliverables to be handed in late without penalty. Grace days used for group deliverables will be subtracted from EACH member of the group. Late days, including weekends, will be tracked individually. At the end of the term, I

will total the number of late days, subtract 4, and each student will receive a 1% penalty on his or her overall grade for each late day beyond the 4 grace days. **Grace days cannot be used for D2, D5, or D6.**

Attribution & Ownership: It is expected that all students will, in all that they do, maintain standards of attribution that recognize the work and contributions of others, within and beyond your project group. In particular, it is expected that you will cite your external sources in your written work in a consistent, standard format. There's nothing wrong with building on the work of others, provided you refrain from *plagiarism*.

If you are uncertain what constitutes plagiarism, refer to the links in the section on Academic Integrity below, and to this resource put together by the Faculty of Arts:

<https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behavior>

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. The University's guiding principles on academic integrity can be found here:

<http://uwaterloo.ca/academicintegrity/>

ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students:

<http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage:

<https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline,

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance:

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

Unclaimed Assignments: Unclaimed print assignments will be retained for one year. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

Note for Students Requiring Accommodations: 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. <https://uwaterloo.ca/accessability-services/>

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. Please note that help is available. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services (<http://www.uwaterloo.ca/counselling-services>) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance: A student who believes that a decision affecting some aspect of his or her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). If in doubt please contact your Undergraduate Advisor for details.

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 or she has a ground for an appeal should refer to Policy 72 (Student Appeals, www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

D1: Group Norms document (5%)

Submission	Submit in PDF format to the LEARN dropbox
Due	Friday Sep 20 @ 11:59pm.
Deliverable	No more than 5 pages, 11pt., 1.5 line spacing
Resources	Becker, Israel & Allen; Oakley

Description

In researching and designing your museum exhibit during this course, you will be working in a group. You will have a lot to do in a relatively short period of time, and a significant portion of your course grade depends on group deliverables. It will be important to get buy-in and commitment from everyone involved. Careful, explicit attention to collaborative process is critical to maintaining a productive group. For this deliverable, you will write up a brief document that describes the ways in which your group members have agreed to explicitly approach the important aspects of group process in your collaboration.

In class we will spend time identifying important aspects of group norms. You will also be able to use your Group City to explore aspects of working together. You will have some class time for your group to propose, discuss, and agree on specific *normative practices* you will use in your collaboration to attend to these important aspects. Normative practices are those that all members of the group agree to subscribe to. By engaging in this discussion, you will be addressing one of the strategies/areas identified in Becker *et al*, *Establishing Norms for Working Together* (see **Resources**, above), but you should be sure to explicitly cover the others identified in class, as well as any others your group feels should be included.

KI students have spent a lot of time thinking and learning and discussing about group work. Recall material on working as a group and running effective meetings from INTEG121. Remember your reflections on group work in INTEG121 and 221. Much of that is transferrable here. In your discussion, consider advice from other classes, other readings you may have done (Oakley is a useful, easy read; see **Resources**) and your previous experience of group work for potential pitfalls and suggestions for how to address these issues through group process. What has worked for your groups in the past? What may not have worked so well? Remember that you have been exposed to these ideas before, and learn from that experience.

In your discussions, ensure everyone is heard. Terms like *being committed*, *communicating*, *listening*, *contributing*, *being prepared*, etc. mean different things to different people. Make sure you're on the same page.

D1 will be assessed "check/check plus/check minus", essentially reflecting the amount of detailed, reflective thought that comes through in the submission. As an example of what that looks like:

Check-minus: "**Meetings**: We agree that meetings are very important and we should not miss any."

Check: "**Meetings**: We agree that meetings are very important. If we need to miss one, we will make sure to notify the group ahead of time and catch up on the minutes of the meeting within 48 hours."

Check-plus: "**Meetings**: We agree that meetings are very important, but we understand that there may be situations where one or more group members need to miss a meeting. We will circulate an agenda at least 3 days prior to each meeting, particularly those in which important decisions need to be taken. If anyone can't attend a meeting they will let the rest of the group know as soon as possible, send their input on agenda items to all group members ahead of the meeting, and catch up on the minutes within 48 hours. The group may need to defer critical decisions to a future meeting if they feel a member's absence might affect the decision or their ability to buy into it."

R1 - created by Dr. Heather Love & Dr. Carter Neal

TO: ARTS 190 STUDENTS, FALL 2019
FROM: DR. LOVE/DR. NEAL
DATE: THURSDAY, 3 DECEMBER 2020
SUBJECT: FINAL REFLECTION ASSIGNMENT

This memo outlines the requirements for your final assignment of Arts 190, which asks you to perform a **metacognitive reflection** by looking back on the semester and assessing the scope, level, and significance of the work you have undertaken in this class.

ASSIGNMENT DETAILS: SUBMISSION & SCORING

What: A well-designed memo to Dr. Love/Dr. Neal
When: Due Noon 14 December
Value: 100 points

Your assignment should be formatted as a memo to me, and uploaded to the LEARN Dropbox by **NOON on Monday 14 December**. Because I am required to submit final grades by Wednesday, 23 December, **extensions beyond 24 hours are not available for this assignment**. *Submissions received after that time will receive a 20% deduction, and assignments more than 72-hours late (noon on Thursday 17 December) will receive a grade of zero. **This policy supersedes the syllabus policy about extensions.***

You will receive a score out of 100 points on your submission, based on the following categories for evaluation:

- **Formatting & Design 10 pts:** correct memo format; appropriate use of design features such as section headings, subheadings, and bulleted lists to help reader navigate the document.
- **Technical Writing 10 pts:** grammatically correct prose; careful revision for both clarity and conciseness; appropriate use of the technical writing principles we have covered in class, correct and complete use of IEEE citation format.
- **Responses 75pts (see below):** thorough responses that address all parts of the prompts below, support all claims with concrete evidence/examples and clear explanations of how that evidence supports the claims, and demonstrate your thoughtful engagement with each topic of reflection.
- **Word Counts 5pts (1 per):** include a word count in parentheses at the end of each response; note that the minimum word counts below apply to your *overall* answer for the two questions in each section.

ASSIGNMENT PROMPTS

I: TECH-ETHICS READING MATERIAL (10 PTS)

In at least 125 words, respond to the following prompts:

1. What is one thing from the Steinstra, Berger, Tech4Good, or Privacy by Design readings that you will remember in five years and why?
2. How do you think that source will change your behavior or thinking over those five years?

II: COLLABORATION & SUPPORT (10 PTS)

In at least 125 words, respond to the following prompts:

1. Identify one person from within the university community, your class, your family, your friends, or the rest of your life whose actions helped you learn this semester.
2. Explain what that person did that helped you learn, and speculate on how you could change your own participation in future courses to be similarly helpful to others or to yourself.

III: RESEARCH AND CITATION (15 PTS)

In at least 150 words, response to the following prompts:

1. How did your approach to conducting research, evaluating sources, and incorporating citations into your writing evolve over the course of the semester?
2. What do you know *now* about research and citation in the ECE context that you didn't know when you arrived at the University of Waterloo, and how will you use that knowledge as you move forward in your studies? Please identify at least one specific and concrete skills, resources, guideline, or strategy.

IV: “TRANSFERABLE” COMMUNICATION AND RHETORICAL SKILLS (20 PTS)

In at least 200 words, respond to the following prompt:

Several times this semester, we have touched on the fact that engineering and communication are more closely related than they might initially seem. Programming, for example, is quite literally a communicative practice of writing! Similarly, document design and a user-focused design of ECE devices share many of the same principles.

Please consider the broader significance of this connection between the “transferable skills” of communication and the more “technical” focus of your other coursework. To do so, pick one of the rhetorical/communicative skills or terms from the “Appendix” on the last page of this memo and explain

1. How that skill or term functions (or should function better!) in one of your other technical courses; and
2. How you could employ that skill in a future non-communication course or co-op to aid your performance.

V: PARTICIPATION (20 PTS)

In 2 to 3 paragraphs of about 250 words total, respond to the following two prompts:

1. Evaluate your own performance in your first term at the University of Waterloo. You can consider your performance—in all of your courses—preparing for class, participating in class activities, and working to apply in-class lessons to your projects, and you can consider the unique challenges of remote learning.
2. Whether you are going on to a co-op term or returning immediately to your second semester, what are you looking forward to in your next term studying on campus or studying remotely? In other words, what continues to excite you about studying ECE at UWaterloo, and how can you use that excitement to remain motivated or reflective about your choice to be part of this discipline? If you are currently feeling unmotivated, feel free to speculate about how you might either regain that motivation or change your circumstances.

APPENDIX: LEARNING OBJECTIVES, LEARNING OUTCOMES, GENRE REVIEW

EXCERPT FROM THE ARTS 190 SYLLABUS OBJECTIVES AND LEARNING OUTCOMES:

UNDERGRADUATE COMMUNICATIONS OUTCOMES INITIATIVE (UCOI) OUTCOMES

This course fulfills requirements in Complementary Studies, helps students meet expectations for English Language Competency, and develops professional communication skills required of engineers. Students will work to learn how to

- describe and apply conventions, genres, norms, and values of communication in an engineering discipline and in an engineering-related co-op context;
- compose persuasive technical arguments, appealing to internal and external audiences, including employers, peers, non-technical clients, and others;
- analyze and understand technical arguments and summarize documents in clear and concise ways;
- appraise and reflect on their own compositions and that of their peers to strategically revise and edit documents and presentations.

ADDITIONAL LEARNING OUTCOME (NOT ON SYLLABUS)

- think ethically and responsibly about the role of engineering communication and design

ARTS 190 GENRE/SKILLS REVIEW

GENRES ENCOUNTERED

- Journal articles
- White papers
- Conference proceedings
- Textbooks
- Proposals
- Journalism and internet sources
- Manifestos
- Essays
- Other

GENRES PRODUCED

- Memos
- Emails and Letters
- Informal Reports: pitch, progress
- Formal Reports: technical
- Citations/Annotated Bibliographies
- Oral Presentations
- Speaking & Discussions (group & class)
- One-on-one Meetings
- Other

COMMUNICATION/RHETORICAL SKILLS

- Reading Comprehension
- Library Research/IEEE Citation
- Source Evaluation
- Critical Thinking
- Ethical Thinking
- Logos: Logical (Technical) Arguments
- Ethos: Credibility
- Pathos: Rhetorical persuasion
- Direct/Indirect Communication
- “Technical” Writing Principles (efficiency)
 - Engineering Prose
 - Plain Language
- Grammar/Mechanics
- Document Design
- Meta-Cognition: Reflection

R2 - created by Tracy Hilpert

Reflection #1 – Are you set up for success? (due Sunday September 20th at 11:59pm)

A self-directed lifelong learner continually considers what they're doing and why they're doing it. They are clear about what they want to achieve and have a plan, based on past experience and a strong sense of self, to achieve it. They can use what they know to anticipate what should work and plan alternatives in the event it doesn't. And they approach learning with the belief that with effort and the right attitude, they can achieve what they set out to do.

This week you learned about the learning cycle and specifically the skills, behaviours and ways of thinking in the planning stage of the learning cycle that will set you up for success – motivation, mindset and goal setting. You were encouraged to consider your own skills, behaviours and ways of thinking and through reflection, you can now assess your preparedness for success as you begin your journey as a SAF student. As you do, the meaning you make can inform future actions and decisions to support your continued development as a self-directed, lifelong learner.

Required:

Using the What? So What? Now What? model of reflection that you were introduced to this week, communicate your learning and growth. How prepared are you for success as a SAF student? How are you demonstrating the skills of a self-regulated, lifelong learner and what more can you do at the planning stage of the learning cycle to increase the likelihood of your success? Use the reflection prompts on the next page to prepare your reflection.

Reflection expectations:

- This reflection assessment is evaluating your ability to apply the What? So What? Now What? reflective model to make meaning of what you discovered this week and communicate what you've learned and how you've grown (how your thinking has changed or expanded). Recall that reflection is at the highest level of learning so we are expecting you to go beyond the restatement of knowledge and beyond surface level conclusions. The question prompts within each of What?, So What? and Now What? on the next page can help you do that if you put the time and effort into thoughtfully crafting your response to each one.
- Your response should include a response to each of the prompts on the next page organized under each of the three sections; What?, So What?, Now What?. Repeat the question prompt so that the grader can easily determine which prompt you are responding to.
- Submit your completed reflection, in pdf format, to the Dropbox "Reflection #1" in LEARN by Sunday September 20th at 11:59pm.
- The reflection assessment should be no longer than 2 pages. This is not meant to be a dump of what you know about the planning stage of the learning cycle. To use the 2 page maximum effectively, you will need to gather and organize your thoughts, make connections and summarize your learning in response to each of the prompts. Your responses should be communicated in full, grammatically correct sentences. Bullet points will not be accepted.
- The reflection assessment will be graded using a rubric. The rubric can be found in Course Resources in LEARN under Assessments. "Depth" means that the reader has a complete understanding and is not left with any questions.
- The reflection assessment is an individual assessment and must be the exclusive work of each student. Your assessment will be screened by Turnitin, as outlined in the Course Syllabus. Any

academic integrity concerns identified will be reported to the Associate Dean. This assessment is worth 5% of your final course grade.

Reflection #1 – reflection prompts

What? (What did I learn, how did I learn it, and how do I feel about it?)

RECALL – What represents remember in the hierarchy of learning – what do you know?

1. What did I learn about the skills, behaviours and ways of thinking that can set me up for learning success as a SAF student?
2. How do I feel about what I learned?

So What? (Why does this learning matter to me or why is it significant?)

RECALL – So what represents understanding, application, analysis and evaluation in the hierarchy of learning – so what does it mean, and more importantly, what does it mean to you?

1. So what did I discover (or what does this say/imply) about my preparedness for success as a SAF student (insights)?
2. So what am I basing my conclusions (insights above) on?
3. So what is still unclear or what further exploration could I do to further my understanding?

Now What? (How will I use this learning?)

RECALL – Now what represents creation in the hierarchy of learning – now what will you do?

1. Now what can I do with (how will I use) these insights to adjust my future learning skills, behaviours or ways of thinking to increase the likelihood of my success as a SAF student?
2. Now what do I need to consider about me, others, the situation, etc. to ensure I can act on these insights to increase the the likelihood of my success as a SAF student?

R2 - created by Tracy Hilpert

Reflection #3 Part 2 (5% of course grade) – Becoming a self-directed, lifelong learner (due Sunday November 1st at 11:59pm)

In week 1 you were asked to choose a job posting and consider what required skill you felt most prepared to demonstrate and what required skill you felt least prepared to demonstrate. Developing skills that will prepare you for the future of work is why you're here. Throughout the first half of this course, you've been practicing and developing a number of skills (and choices, behaviours and ways of thinking) associated with becoming a self-directed, lifelong learner. This course has chosen to focus on this because your capacity to learn, and learn under volatile, uncertain, complex and ambiguous conditions, is what many consider to be the skill of the future. The value of becoming a self-directed, lifelong learner is in its durability and transferability as it will carry you from course to course, school to job, job to job, employer to employer and career to career.

As you've learned this week, to become a self-directed, lifelong learner you must be able to evaluate, and importantly, self-evaluate. Self-evaluation or self-assessment helps you determine where you are (for example - where you are in the completion of a project, where you are in the development of a skill or behaviour or where you are in the achievement of a goal). Knowing where you are is necessary to determine where you want to go next so you can then figure out how you'll get there.

Part 2 of Reflection #3 is a self-evaluation. It is an assessment of where you are at with respect to your practice and development as a self-directed, lifelong learner. Knowing this can better prepare you to communicate your current skills to a potential employer. Knowing this can help you set goals and develop plans to address any skill gaps in preparation for future employment. And in the future, knowing where you are with respect to your personal growth and development can be the catalyst for growth opportunities within an organization, often identified and discussed as part of a performance review process.

Pretend this is a performance review and we, the AFM 111 instructors, are your manager. We're meeting to discuss your performance and progress in becoming a self-directed, lifelong learner this term and you are preparing for that discussion. You've been asked to come to the meeting prepared with evidence of your practice and progress in **two of the skills or behaviours** of a self-directed, lifelong learner **selected from the list of skills and behaviours in Appendix A**. The two skills you choose cannot come from the same stage of the learning cycle. You will provide this evidence by completing the template "Reflection #3 – Part 2 Template".

To ensure you are fully prepared for this meeting, please read and carefully follow these instructions:

- This part of the reflection is evaluating your ability to communicate learning (i.e progress) by applying the What? So What? Now What? reflective model to demonstrate evidence of deliberate and intentional practice that contributes to learning and growth. Recall that reflection is at the highest level of learning so we are expecting you to go beyond the restatement of knowledge and beyond surface level statements by providing good detail that provides the reader with a clear understanding of your practice and progress. The question prompts within each of What?, So What? and Now What? in the template will help you do that if you put the time and effort into thoughtfully crafting your response to each one.
- This part of the reflection must be completed using the template "Reflection #3 – Part 2 Template". Submissions that do not use the template will not be graded.

- Submit your completed template, in pdf format, to the Dropbox “Reflection #3 – Part 2” in LEARN by Sunday November 1st at 11:59pm.
- Your responses to each of the questions within the template should be communicated in full, grammatically correct sentences. Use what you’ve learned about communication in Modules 2 & 3 to effectively communicate your learning & growth.
- This part of the reflection will be graded using a rubric. The rubric can be found in Course Resources in LEARN under Assessments and should be reviewed in advance of completing this part.
- This part of the reflection is an individual assessment and must be the exclusive work of each student. Your assessment will be screened by Turnitin, as outlined in the Course Syllabus. Any academic integrity concerns identified will be reported to the Associate Dean.
- This part of the reflection is worth 5% of your final course grade.

Appendix A

Skills and behaviours of a self-directed, lifelong learner

Plan

- Mindset
 - Approaches learning with a growth mindset
- Motivation
 - Intrinsically motivated to achieve high performance
- Planning & Goal Setting
 - Clear about what you want to achieve and has a plan, based on past experience and strong sense of self, to achieve it

Perform

- Focus & Energy Management
 - Effectively manages their time, skills and energy to increase their capacity to perform at their best
- Strategy
 - Chooses strategies and approaches that are appropriate to the task and can achieve desired results

Evaluate

- Self-Awareness
 - Reflects on, evaluates and analyzes experiences to inform their choices, behaviours and actions in the future.
- Feedback
 - Takes and interprets feedback to do things differently or better the next time.

R2 - created by Tracy Hilpert

Reflection #3 - Part 1 - Rubric

WHAT?	Does not meet expectations	Approaching expectations	Meets expectations	Exceeds expectations	Total Points
What do you know? What did I learn, how did I learn it, and how do I feel about it? (remember)	0 points	2 points	3 points	4 points	
What did I learn about the behaviours, choices and skills in the evaluate stage of the learning cycle that can improve my self-awareness and my ability to make informed choices about my future learning and growth as a SAF student?	Student did not address the question or response contains a dump of course content only.	Student addressed one or more key learnings but attempts to personalize learning were at a surface level only.	Student personalized one or more key learnings but could have elaborated further by providing additional details to offer more depth.	Student personalized one or more key learnings in depth.	4
How do I feel about what I learned?	Student did not address the question or response contains a dump of course content only.	Student addressed the question at a surface level only (does not provide any deep reflection as to their feelings about what they learned).	Student discussed how they felt, but could have elaborated further by providing additional details to offer more depth.	Students described their feelings in depth.	4
SO WHAT?	Does not meet expectations	Approaching expectations	Meets expectations	Exceeds expectations	
So what does it mean? Why does this learning matter to me, or why is it significant? (understand, apply, analyze & evaluate)	0 points	2 points	3 points	4 points	
So what did I discover (or what does this say/imply) about my self-awareness and my ability to make informed choices about my future learning and growth as a SAF student (insights)?	Student did not address the question or response contains a dump of course content only.	Student addressed the question at a surface level only (does not provide any deep reflection as to insights gained).	Student discussed insights gained but could have elaborated further by providing additional details to offer more depth.	Student discussed insights in depth.	4
So what am I basing my conclusions (insights above) on?	Student did not address the question or response contains a dump of course content only.	Student addressed the question at a surface level only, making only weak connections to course content, past experience and knowledge.	Student supported insights gained by making connections to course content, past experience and knowledge, but could have elaborated further by providing additional details to strengthen those connections.	Student supported insights gained by making strong connections to course content, past experience and knowledge.	4
So what is still unclear or what exploration could I do to further my understanding?	Student did not address the question or response contains a dump of course content only.	Student demonstrated a weak interest or curiosity in furthering their understanding by addressing the question at a surface level only (response is lacking depth).	Student demonstrated an interest or curiosity in furthering their understanding, but could have elaborated further by providing additional details to offer more depth.	Student demonstrated an interest and curiosity in furthering their understanding in depth.	4
NOW WHAT?	Does not meet expectations	Approaching expectations	Meets expectations	Exceeds expectations	
Now what will you do with that knowledge and understanding? In what ways will I use this learning? (create)	0 points	2 points	3 points	4 points	
Now what can I do with (how will I use) these insights to adjust my future behaviours, choices or skills to improve my self-awareness and my ability to make informed choices about my future learning and growth as a SAF student?	Student did not address the question or response contains a dump of course content only.	Student addressed the question at a surface level (does not provide any deep reflection as to how they will take the insights gained and apply it to their future behaviours, choices or skills).	Student discussed how they will use the insights gained to adjust their future behaviours, choices or skills, but plans were missing SMART goals.	Student discussed in depth how they will use the insights gained to adjust their future behaviours, choices or skills, supported by SMART goals.	4
Now what do I need to consider about me, others, the situation, etc. to ensure I can act on these insights to improve my self-awareness and my ability to make informed choices about my future learning and growth as a SAF student?	Student did not address the question or response contains a dump of course content only.	Student addressed the question at a surface level (does not provide any deep reflection about what would need to be true to act on the insights gained).	Student briefly discussed what would need to be true to act on the insights gained, but could have elaborated further by providing additional details to offer depth.	Student discussed what would need to be true to act on the insights gained in depth.	4
COMMUNICATION	Does not meet expectations	Meets expectations	Exceeds expectations		
	0 points	1 point	2 points		
Communication includes both the student's clarity and conciseness in communicating their learning and growth and their ability to organize their response in accordance with the instructions to support their communication.	Student's response was difficult to understand and/or the format of the response made it difficult to identify the responses to each of the question prompts.	Student's response was understandable but could have benefited from additional review and editing before submission and/or the student's response was formatted in a way that with some effort, the grader was able to identify the responses to each of the question prompts.	Student's response was well written, easy to understand and was appropriately formatted.		2

R2 - created by Tracy Hilpert

Reflection #3 - Part 2 - Rubric

		Does not meet expectations	Approaching expectations	Meets expectations
WHAT?		0 points	1 point	2 points
What skill or behaviour of a self-directed, lifelong learner have you practised?		Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student identifies the skill or behaviour that they have practised (skill or behaviour must be from list provided).	Student describes the skill or behaviour in more detail by describing a specific aspect of that skill or behaviour that they have practised.
		0 points	3 points	4 points
Where were you?		Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student describes where they were with respect to the identified skill or behaviour when they came to university.	Student describes and supports where they were with respect to the identified skill or behaviour when they came to university.
SO WHAT?		0 points	3 points	4 points
What practice have you done to further develop this skill or behaviour?	Situation	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student describes the context for their practice of the identified skill or behaviour, but description is lacking details.	Student describes the context for their practice of the identified skill or behaviour with good detail (the reader has a clear understanding of the context).
	Task	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student describes the goal or objective of their practice of the identified skill or behaviour, but description is lacking details.	Student describes the goal or objective of their practice of the identified skill or behaviour with good detail (the reader has a clear understanding of the goal or objective).
	Action	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student describes the actual practice activities they did to develop their identified skill or behaviour, but description is lacking details.	Student describes the actual practice activities they did to develop the identified skill or behaviour with good detail (the reader has a clear understanding of the practice activities the student did).

		Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student describes the impact their practice activities had on their development of their identified skill or behaviour, but description is lacking details.	Student describes the impact their practice activities had on their development of their identified skill or behaviour with good detail (the reader has a clear understanding of the impact on their development).
Result				
Where are you now and what further development of this skill or behaviour is needed?	Where are you now?	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student describes where they are now with respect to their identified skill or behaviour but description is lacking details and/or authenticity.	Student describes where they are now with respect to their identified skill or behaviour with good detail and authenticity.
	What further development of this skill or behaviour is needed?	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student describes what further development of the skill or behaviour is needed in the form of an outcome goal, but the connection to their identified skill or behaviour is unclear.	Student describes what further development of the skill or behaviour is needed in the form of an outcome goal and the connection to their identified skill or behaviour is clear.
NOW WHAT?		0 points	3 points	4 points
What next?	SMART performance goal	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Students describes a SMART performance goal but the connection to the outcome goal described in the previous prompt is unclear.	Student describes a SMART performance goal and the connection to the outcome goal described in the previous prompt is clear.
		0 points	0.5 points	1 point
	Specific	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student describes how their SMART goal is specific, but the description is lacking details.	Student describes how their SMART goal is specific with good detail (the reader has a clear understanding of what the student will do).
	Measurable	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student describes how their SMART goal is measurable, but the description is lacking details.	Student describes how their SMART goal is measurable with good detail (the reader has a clear understanding of how the student will measure their progress).

	Achievable	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student describes how their SMART goal is achievable, but the description is lacking details.	Student describes how their SMART goal is achievable with good detail (the reader believes, based on the description, that the student is capable of achieving this goal).
	Relevant	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student describes how their SMART goal is relevant, but the description is lacking details.	TIMELY
	Timely	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Student describes how their SMART goal is timely, but the description is lacking details.	Student describes how their SMART goal is timely with good detail (the reader has a clear understanding of the timeframe for achieving this goal).
		0 points	3 points	4 points
	Process goal #1	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Students describes a process goal but the connection to the performance goal is unclear.	Student describes a process goal and the connection to performance goal is clear.
	Process goal #2	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Students describes a process goal but the connection to the performance goal is unclear.	Student describes a process goal and the connection to performance goal is clear.
	Process goal #3	Student did not address the question or response contains irrelevant or inappropriate information for this question.	Students describes a process goal but the connection to the performance goal is unclear.	Student describes a process goal and the connection to performance goal is clear.
COMMUNICATION		0 points	2 points	4 points
Communication includes both the student's clarity and conciseness in communicating and their ability to organize their response in accordance with the instruction.		Student's submission was difficult to understand and/or the student did not follow the instructions.	The student's submission followed the instructions but could have benefited from additional review and editing to support the reader's understanding.	Student's submission was well written, easy to understand and followed the instructions.

R3 - created by Dr. Allison Chenier

DISCUSSION POST #2

VALUE

- 5% for Initial Post
- 5% for Peer Response Post

DUE DATES

- Initial Post due on March 28 by 11:59pm
- Peer Response Post due on April 4 by 11:59pm

GENERAL INSTRUCTIONS

Please ensure that you read through this entire assignment before you begin.

See Grading section for more details on the evaluation of this assignment.

Start your own thread for the initial discussion post within your designated group to make it easier to organize the peer response post.

For the peer response post, respond to someone in your group who has not already received a response.

ASSIGNMENT INSTRUCTIONS

In this course, you have spent a lot of time understanding crime and criminal behaviour from a Canadian perspective. However, for this discussion post, I would like to shift focus away from your knowledge of criminology as a subject area and instead focus on the *skills* you have developed or strengthened while engaging with the course content.

Frequently taking the time to reflect on the skills you are developing (and enjoy using) can be valuable for several reasons:

- It can lead to greater self-clarity regarding your career-related interests, strengths, values, and preferences which can help you make decisions about where to prioritize your time and energy during university. What skills and abilities do I want to strengthen? What courses, projects, or volunteer/work opportunities will support my development? What am I curious to “test out”?
- It can encourage you to explore meaningful connections between what you are learning today and your future work (and learning). Reflecting on where you are and how you got there can help you set goals to keep you moving forward even when you are unsure about the future of work.
- It can help you articulate what you can do and what your interests are to other people with persuasive evidence to support your story. The ability to communicate this information will be beneficial in writing résumés, cover letters, and professional or graduate school applications as well as when speaking with potential employers, supervisors, or instructors in formal (e.g., interview) or informal (e.g., networking at a conference) contexts.

Initial Post (DUE March 28 by 11:59pm)

There are two parts to this initial discussion post. In the first part, you will fill in a skills inventory chart like the one outlined below. In the second part, you will write a short reflection connecting your skills to other experiences.

Part One. To start, think about the various activities you have engaged in so far during this course (e.g., reading, online lectures, quizzes, discussion post, critical reflection paper, etc.) and reflect on the skills you have demonstrated.

In the first column of the chart, identify three skills you have developed or strengthened during this course. In the second column, describe how you have demonstrated this skill (point form is acceptable). To identify and describe your skills, it can be helpful to break down the specific steps/actions you took to complete a task and analyze the specific skills that you used. If you are looking for inspiration on the kinds of skills to talk about, it may be helpful to review this [list of professional skills and behaviours](#), however, you are not limited to the skills outlined in this document.

Skill	Evidence of Skill

Part Two. The skills you identified in the chart will likely be valuable in many different contexts – future courses, extracurricular activities, volunteer positions, co-op/part-time jobs, jobs after graduation and/or in your personal life. The goal of this written reflection is to critically think about different scenarios where you might be able to use the skills you learned in this course.

In 400 to 500 words, (a) describe three future opportunities where you think you will be able to apply one or more of the skills you identified in part one and (b) explain how these skills could connect to each of the experiences in some way. (Note: If you are really struggling to come up with three future scenarios, you can reflect on something you have done in the past and how you would do it differently based on what you have learned.)

For this reflection, challenge yourself to think creatively about the breadth of transferability of the skills you have developed and be specific in the connections you are making. For example, you might ask yourself: What specific kind of job/volunteer position(s) can I connect this/these skill(s) to? How can I use skill X in an interview? How can I highlight my skills to explain the value of what I am learning to a family member? How do these skills connect to goals I want to set for myself? How can skill X influence my relationship with _____? How can I apply this/these skill(s) to my approach to finding a co-op or summer job?

If you are thinking about the connection to future job opportunities, remember that what you are learning in your degree can lead to many career opportunities, not just those with a linear connection (e.g., law) to your program(s) of study. Furthermore, even linear career trajectories that will benefit from the specific content knowledge you have gained in this course also require a breadth of skills and abilities. For example, a lawyer may need to logically analyze large amounts of information and evaluate the best course of action, while also demonstrating social perceptiveness and strong interpersonal skills to build rapport and empathize with clients.

Are you looking for further support to reflect on these discussion questions? Check out the ‘My Degree & Skills’ section on [CareerHub](#) and/or this [competency reflection and goal setting framework](#) created for UWaterloo students.

Peer Response Post (DUE April 4 by 11:59pm)

For this post, the goal is to make sure that everyone receives a thoughtful response from one of their classmates. With this goal in mind, please respond to a peer who has not already received a response. Although you only need to respond to one peer’s discussion post, it is a valuable exercise to review all the posts within

your designated group. This peer review discussion will allow you to make connections and communicate with your classmates as well as learn from each other's experiences.

For the peer response (250-350 words), your post should be meaningful and advance the discussion/ideas raised in the initial post about connecting what you have learned in this course to other contexts and experiences. To guide you in drafting your response, incorporate at least three of the options below:

- Connect your peer's post to other classmates' posts or your own post.
- Identify something they wrote that you thought was interesting and why.
- Reflect on how your peer's post made you rethink your initial post.
- Share something you learned from reading their post.
- Expand on a connection your peer made.
- Ask a probing question or for greater clarification/explanation on something they have written.

GRADING

The discussion posts will be graded using the criteria outlined below. Part marks (e.g., 0.5) may be given.

Initial Post (5%):

Part One: Skills Inventory Chart

Grade	Explanation
0	No attempt made
1	Chart completed but more thought/clarity could have been provided (e.g., evidence of skill(s) not clear)
2	Chart completed with thoughtfulness and clarity

Part Two: Written Reflection

Grade	Explanation
0	No attempt made
1	One connection described Demonstrates understanding of potential skill transferability to different context using specific example
2	Two connections described Demonstrates understanding of potential skill transferability to different contexts using specific examples
3	Three connections described Demonstrates understanding of potential skill transferability to different contexts using specific examples

Peer Response Post (5%):

Grade	Explanation
0	No attempt made
1-2	Response seems disconnected from peer's post or simply provides agreement/disagreement ("I agree" or "Great connection") without providing explanation or critical thought
3-4	Response demonstrates understanding of peer's post Thoughtfully incorporates 2-3 of the guided prompts with explanation/rationale
5	Response demonstrates understanding of peer's post Thoughtfully incorporates 3 or more of the guided prompts with explanation/rationale Integrates ideas from own or others' posts and/or stimulates further thought(s) for consideration

ASSIGNMENT SHEET - 360° COMMUNICATION AUDIT

A communication audit critically assesses the specific communication practices of a particular person, team, or organization. The purpose of this kind of audit is to show specifically where and how a person or group can improve communication competencies. A 360° audit includes feedback from peers and other individuals that help assess communication competence in action. You will design and perform a 360° communication audit on their own practices. There is no set format for writing such an audit, but these are the tasks that need to be completed:

- 1) First, Identify 10 specific communication competencies that good communicators possess, use, or display in a range of settings. This should not be difficult at all, you've got lots to choose from and we will have discussed several over the course of the semester. Offer a brief description of these competencies supported by scholarship or research. In other words, use at least two scholarly references for each competency that illustrates the importance of that particular competency. You'll be able to find lots of research from the field of communication studies on a range of different communication practices. Thorough and substantive citations and explanations will receive more credit than thin and undeveloped explanations with limited citations.
- 2) Second, for each of the communication competencies that you listed, identify 1-4 active performance indicators. For example, let's say I list "clear writer" as one of my communication competencies. A performance indicator for that competency would be: "Writes in a grammatically correct, error free style." A performance indicator uses an active verb to describe a particular behavior that shows a person using that particular competency. In other words, I'm asking you to drill down and articulate how a particular competency is demonstrated actively. Each competency should have more than one performance indicator.
- 3) Third, for each of the communication competencies that you listed, come up with one main probing question, and two follow-up questions, that could be asked to test, assess or analyze that communication competency in the terms of the performance indicators you identified.
- 4) At this point you should have ten competencies (with supporting evidence to demonstrate the importance of each competency), some performance indicators for each competency, and some questions to test the presence of each competency. Fourth, design a scale for evaluating a person in terms of these competencies, performance indicators, and probing questions. In other words, how do you determine how effective someone is at each competency?
- 5) Fifth, design one specific exercise for each competency that a person could practice to improve that particular competency. This exercise should be clear and succinct but should also come with an explanation and justification for why it would improve the particular competency being considered. How would you determine or assess improvement in that competency?
- 6) Sixth, perform an evaluation of yourself by asking the questions and evaluating the performance indicators. Describe how you performed the evaluation and what the results were.

- 7) Seventh, ask at least 3 and at most 6 other people to evaluate you by asking the questions and using the performance indicators. This part can be done in writing or in person. Describe how you performed the evaluation with these other people and what the results were.
- 8) Eight, present a composite summary of your communication skills based on these evaluations. As part of this process, suggest exercises related to whatever competencies were your weakest. Also, offer an account or analysis of any inconsistencies between your self-evaluation and the evaluation of others.
- 9) I have no expectation for how this report might look when you are done. It can be as many pages as you like or as few as you like, in whatever style or manner you choose to use. You should aim to be clear and persuasive, and I want to see that you have a good sense of what makes a good communicator and the kinds of practices that support effective communication (as well as the kinds of research that verify those effective practices). I also want to see a report that is thorough, intellectually substantive and sophisticated, and practical at the same time. You should be able to also use this audit on others as well. I expect polished and elegant writing that avoids grammatical errors and demonstrates the ability to communicate effectively and clearly. You ought to put the report in the dropbox folder or email it to me no later than December 12th at 5:00PM.

R5 - created by Dr. Daniel Bratton



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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2021

Course Code: ENGL 140R (Section 041)

Course Title: The Use of English 1

Class Times/Location: By remote learning; as indicated below, I will be available online for office hours T/Th 3:00-4:20 p.m., in one form or another. An exception will be the synchronous introductory class to be held during these hours on January 14, which will be recorded and made available through the Virtual Classroom.

Instructor

Instructor: Daniel Lance Bratton (he, him)

Office: n/a

Office Phone: n/a

Office Hours: T/Th 3:00-4:20; or by appt.

Email: dlbratton@uwaterloo.ca



Course Description

The use and abuse of spoken and written English. The study and evaluation of language as it is used for various purposes (e.g., colloquial, scientific, political, commercial, journalistic, literary) in order to increase critical awareness and to help students to write clearly and effectively.

Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

- A. Read and think critically to cultivate originality of thought
 - Apply assigned readings and class discussions to specific writing tasks
 - Express ideas in a variety of writing formats, both creative and conventional
- B. Understand and control the writing process
 - Develop prewriting strategies that contribute to this process
 - Recognize the importance of local and global revision
- C. Express ideas clearly through improved writing skills
 - Master the fundamentals of good sentence and paragraph structure
 - Develop self-awareness and confidence as writers through the development of a distinctive style

Required Text

Messenger, William E. et al. *The Canadian Writer's Handbook: Second Essentials Edition*. Oxford UP, 2017. Our required text may be ordered through the U of W bookstore at <https://wstore.uwaterloo.ca/course-materials/my-booklook.html> or accessed as an eTextbook through VitalSource at <https://www.vitalsource.com/en-ca/>

Readings Available on LEARN

Annie Dillard, excerpt from *Pilgrim at Tinker Creek*

Desmond Cole, "The Skin I'm In"

Chris Mooney, "We Can't Handle the Truth: The Science of Why People Don't Believe in Science"

Gabor Maté, "Don't Ostracize Drug Users"

Justin Ling, "Canada's Drug Crisis Has a Solution. Politicians Don't Like It."

Lou Schuler, "There's a Reason Some Men Take Up So Much Space When They Sit"

Caroline VanSickle, "The False Biology of Manspreading"

Northrop Frye, "Don't You Think It's Time to Start Thinking?"
George Orwell, "Politics and the English Language"

Course Requirements and Assessment

Information on course requirements and assessments.

Assessment	Date of Evaluation (if known)	Weighting
Writing Assignment One	Scaffolded: Feb. 8 & 22	25%
Writing Assignment Two	Scaffolded: Mar. 21 & 27	25%
First Test	Mar. 18 & 19 (online)	10%
Second Test	April 12 & 13 (online)	10%
Discussion Forum Contributions	ongoing	10%
Portfolio Assignment	Ongoing, but due April 14	20%
Total		100%

Notes on the various assessments

Assessment 1

Writing Assignment One is a descriptive narrative, involving scaffolded submission of prewriting, a first draft, a peer critique of the first draft, and a revised draft.

Assessment 2

Writing Assignment Two is an argumentation essay involving scaffolded submission of prewriting, a first draft, a peer critique of the first draft, and a revised draft; submission of the revised draft to a Turnitin dropbox is required.

Assessment 3

Test #1, to be administered in Quizzes on LEARN, covers grammar, mechanics, and sentence basics (readings from *The Canadian Writer's Handbook* and additional material posted on LEARN).

Assessment 4

Test #2, to be administered in Quizzes on LEARN, covers grammar, mechanics, sentence basics, and style (readings from *The Canadian Writer's Handbook* and additional material posted on LEARN).

Assessment 5

Members of the class will be contributing throughout the term to Discussion Forums, administered through Connect on LEARN, about designated topics. There are eight scheduled discussion topics (not counting the introductory video, which is required but does not count toward this total): you must contribute to at least **five** of these, each worth two points out of a total of ten. Assessment will be qualitative and quantitative.

Assessment 6

The Portfolio Assignment will be due at the end of the course, with the Reflection submitted no later than midnight, April 14. Information will be posted on LEARN regarding the requirements for the portfolio. The assessment will include the following: 1) further revisions to the two major writing assignments including a "letter to the editor" in which you explain the revisions you made and why; and 2) the Reflection. The further revisions to the writing assignments, with accompanying "letters to the editor," should be submitted to the revised draft dropbox within two weeks of the time you receive your marked draft back: each of these will be worth five points of the total twenty for the portfolio, with the reflection on what you learned about your own writing from the course counting for the other ten points. There is no final examination for this course.

Course Outline

Notes on readings.

Week	Date	Topic	Readings Due
1	Jan 11-15	Synchronous introduction on MS Teams on January 14 (3:00-4:20); post a two-minute introductory video in the Discussion Forum over the weekend (required, but not graded)	Read the syllabus/course description in advance of the synchronous introduction on Jan. 14; read Messenger, pp. 1-9 (sections 1-1c), for next week
2	Jan 18-22	View the narrated PowerPoint presentation on Prewriting; then, over	Messenger, pp. 1-9 (up to section 1d); read pp. 9-

Week	Date	Topic	Readings Due
		the weekend, view the narrated PowerPoint on the thesis and outlines. The Discussion Forum for Topic #1 on prewriting will be open until Jan. 26	25 (sections 1d-2d) over the weekend
3	Jan 25-29	View narrated PowerPoints on Description and Annie Dillard; read posted excerpt from <i>Pilgrim at Tinker Creek</i> ; introduction of first writing assignment; comment upon the questions contained in the Dillard PowerPoint in the Discussion Forum on Description by Feb. 2	Reading by Dillard posted on LEARN
4	Feb 1-5	View Narration PowerPoint and video; view the instructor's narrated PowerPoint on Desmond Cole in LEARN and comment on Cole's narrative strategies in the Discussion Forum on Narration by Feb. 9	Week 4 readings
5	Feb 8-12	Submit prewriting and first draft for first writing assignment to dropbox no later than Feb. 8 , at which time you should also exchange drafts with your assigned peer edit partner via the Discussion Forum, to be edited by Feb. 12 unless other arrangements have been made with your partner; view narrated PowerPoint presentation on Exposition, read Mooney's	Read Mooney's article (the link for which is in LEARN) as well as pp. 27-50 of Messenger (sections 3-5c); see links for sentence types, sentence fragments, comma splices, and run-on (fused) sentences in the Grammar module on LEARN

Week	Date	Topic	Readings Due
		article, and watch the YouTube clip of Chris Mooney's lecture at Harvard Law School. Also, view the PowerPoint on Rhetorical Analysis, as well as the video in which rhetorical analysis is applied to Mooney's article.	
	Feb 15	Family Day	
	Feb 16-19	Reading Week	
6	Feb 22-26	<p>Submit your partner's peer edit of the first draft of your first assignment as well as your revised draft to Dropbox no later than midnight, Feb. 22.</p> <p>Introduction of second writing assignment;</p> <p>comment on Mooney topic in Discussion Forum no later than Feb. 23; view instructor's posted lecture on grammar</p>	Messenger, pp. 69-88 (section 7); view posted links on parts of speech in the Grammar module in LEARN
7	Mar 1-5	View instructor's narrated PowerPoint presentations on Argumentation and Maté; also view Maté's TED talk (link on LEARN); comment on Maté's article and TED talk in Discussion Forum no later than March 9	Maté, "Don't Ostracize Drug Users," link on LEARN; article by Ling is optional reading for those writing on drug addiction
8	Mar 8-12	See links on active vs. passive voice and subject verb agreement in Grammar module; also view narrated PowerPoint presentation on Rhetorical Analysis, as applied to Schuler and VanSickle; Discussion Forum on	Read pp. 89-111 (sections 8-10) in Messenger and view related links in the Grammar module; read articles by Schuler and Vansickle (links in LEARN)

Week	Date	Topic	Readings Due
		Manspreading (Argumentation) due no later than March 18	
	Mar 15-16	Long Weekend - New	
9	Mar 17-19	First Test, administered online March 18 & 19; submit prewriting and first draft for second writing assignment to Dropbox and exchange first draft with your peer editor no later than midnight, March 21; do peer edit of partner's first draft no later than midnight, March 24, unless otherwise arranged	Review all readings from Messenger so far (and links in Grammar module) to study for first test; see sample first test posted in LEARN; read Messenger, pp. 231-57 (sections 36-37a) and see links to 8th ed. MLA style
10	Mar 22-26	Second Writing Assignment (peer edit of your first draft plus your revised draft, to be submitted to Turnitin by March 27) due no later than midnight, March 28; view instructor's lecture on Critical Thinking and Northrop Frye; Frye topic in the Critical Thinking Discussion Forum due by March 30; view narrated PowerPoint Presentation on Research and Documentation; also view narrated PowerPoint presentation on George Orwell and trailer to 1984 topics	Frye's article posted on LEARN
11	Mar 29-Apr 1	Orwell, "Politics and the English Language" and links to Orwell posted on LEARN; view instructor's YouTube talk on Orwell's	Messenger, pp. 127-39 (sections 14a-14f); Orwell, "Politics and the English

Week	Date	Topic	Readings Due
		Six Rules (link on LEARN); Orwell topic in the Critical Thinking Discussion Forum due April 6	Language," link on LEARN
	Apr 2	Good Friday	
12	Apr 5-9	See video on dangling and misplaced modifiers as well as links posted in the Grammar module on LEARN; review of Portfolio requirements	Read Messenger, pp. 50-9 (sections 5d-5h) for next week's test; see sample second test in LEARN
13	Apr 12-14	Second Test in Quizzes on April 12 & 13; Portfolio Reflection due April 14	

Late Work

In the days of in-class teaching, assignments were generally due at the beginning of class on the date indicated. A penalty of four percentage points per day was deducted from late assignments submitted without prior permission from the instructor. This term, while there is more flexibility, it's important for students to submit when assignments are due in order for the instructor to return work in a timely manner. If you're unwell or face extenuating circumstances, please contact the instructor. Tests or assignments in other classes are not acceptable reasons for an extension, as everybody else has these deadlines as well.

Information on Plagiarism Detection

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., an 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 an alternate assignment.

Attendance Policy

Submitting to the Discussion Forums will take the place of in-class attendance. However, simply submitting on five of the eight topics does not ensure full marks as the quality of your comments will also be evaluated.

Final Examination Policy

For **Winter 2021**, the established examination period is **April 17-26**. The schedule will be available early in the winter. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [Final Examination Schedule](https://uwaterloo.ca/registrar/final-examinations) <https://uwaterloo.ca/registrar/final-examinations>)

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

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. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity \(https://uwaterloo.ca/academic-integrity\)](https://uwaterloo.ca/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 professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo's policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department's administrative assistant, who will provide further assistance.

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 are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72>).

Academic Integrity Office (uWaterloo):
<http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

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

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)

- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES**: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

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

A respectful living and learning environment for all

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

R5 - created by Dr. Daniel Bratton

Final Revisions to the First and Second Writing Assignments with Accompanying Letters to the Editor

(Each worth 5 of the 15 points assigned to the Portfolio Assignment)

Within two weeks of receiving feedback for your revised drafts of the first and second writing assignments, you should submit to the appropriate dropbox on LEARN one final revision of each paper along with a "letter to the editor," as described below.

Purpose: The point of this writing exercise is to take the editorial comments made by your peers and instructor seriously and to think carefully about how readers might respond to the choices you have made in revising your writing—even if that means determining not to make changes based on your readers' comments (peer editor of first draft, instructor of second draft).

Instructions: Write a brief letter (250-300 words) outlining the general changes you made in the revisions and noting where you decided not to revise something despite suggestions by your peer reviewers and/or the instructor. You do not need to address every point, but should give a good idea as to how you revised your drafts. Keep in mind the following distinction between local and global revisions:

Your final revisions may be local or global. The *Allyn & Bacon Guide to Writing* states, "You revise *locally* whenever you make changes to a text that affect only the one or two sentences that you are currently working on. In contrast, you revise *globally* when a change in one part of your draft drives changes in other parts of the draft" (275). In other words, global revision is concerned with the "big picture" of your essay; it includes matters such as your purpose, audience, thesis, sources, analysis, and organization. On the other hand, local revision generally occurs at a sentence level, including the correction of errors in grammar, spelling, and punctuation. Local revision is also concerned with diction, sentence structure, and paragraphing: think about style, and how you can create greater stylistic variety through your revisions. As well, make sure that you have used correct 8th ed. MLA format.

Your two revised essays may not necessarily be longer than the drafts that you previously submitted. However, **they should show careful revision**. You should not simply replace a couple of words and/or make a few mechanical changes based on corrections in your previous submission. Rather, **your two revised drafts should demonstrate that you have thoughtfully considered comments and corrections within the texts by your peer editor and instructor**, carefully improving upon your previous submissions.

(Optional: Conclude your letter by answering the following question: Did you create a plan for revision based on the comments you received from your peers and/or instructor? If yes, how do you

think that benefited your revision process? If no, will you consider creating a plan next time—why or why not?)

**The Portfolio
ENGL 140-R
Winter 2021
Daniel Bratton**

The portfolio assignment is worth 20% of your total mark. It includes the following requirements: 1) final revision of the two essays, with a letter to the editor for each, to be submitted to the appropriate dropbox within two weeks of receiving your marked essay back from the instructor; 2) a reflection on what you have learned about writing and the writing process from ENGL 140-R. The two final revisions, with letters to the editor, are worth 5% each, while the reflection counts for 10%.

1. **Revise the two essays.** Your revisions may be local or global. The *Allyn & Bacon Guide to Writing* states, "You revise *locally* whenever you make changes to a text that affect only the one or two sentences that you are currently working on. In contrast, you revise *globally* when a change in one part of your draft drives changes in other parts of the draft" (275). In other words, global revision is concerned with the "big picture" of your essay; it includes matters such as your purpose, audience, thesis, sources, analysis, and organization. On the other hand, local revision generally occurs at a sentence level, including the correction of errors in grammar, spelling, and punctuation. Local revision is also concerned with diction, sentence structure, and paragraphing: think about style, and how you can create greater stylistic variety through your revisions. As well, with the second writing assignment, make sure that you have used correct 8th ed. MLA format for any citations and your Works Cited.

Your two revised drafts should demonstrate that you have thoughtfully considered comments and corrections by both the peer editors and the instructor, carefully improving upon your previous submissions, though not necessarily agreeing with all editorial suggestions. Your two letters to the editor should discuss the nature of your revisions.

Your final revision of the second writing assignment will not necessarily involve further research or the incorporation of new citations and sources, and may not necessarily be longer than the drafts that you previously submitted. However, **it should show careful revision**. You should not simply replace a couple of words and/or make a few mechanical changes based on corrections in your previous submission.

2. **Write a reflection of around 1,000 words (though not more than 1,250) on what you have learned about writing, and possibly reading, from this course.** Your reflection may involve consideration of what you have discovered about the writing process, critical thinking, poetry, or more mundane matters relating to mechanics and grammar, or anything else that has changed the way you think about composition. Support your points with specific examples when possible. Your reflection will be submitted to a separate dropbox at the end of the course.

University of Waterloo
Arts First Program
ARTS 140 – Information and Analysis
MOBILE TECHNOLOGY & SOCIETY
Winter 2021
Remote Online Delivery

INSTRUCTOR INFORMATION

Instructor: Dr. Noorin Manji, PhD Email: n2manji@uwaterloo.ca Office Hours: By Appointment

LIBRARY LIAISON CONTACT

Name: Ryan Ball Email: r2ball@uwaterloo.ca

COURSE DESCRIPTION

History is fraught with eras that brought with them amazing social and cultural shifts, from the integration of the home television and home telephone in the past, to the recent explosion of mobile communication technologies and the growing expanses of the internet. This course provides students with an opportunity to delve into a wide range of substantive discussions around modern mobile technologies, like smartphones, while building a strong repertoire of core information and analysis skills that are specific to their own disciplinary interests. The course is designed to engage students in experiential learning through hands-on activities related to the exploration of recent technological developments in society, at both macro and micro levels of investigation. In considering overarching, cross-disciplinary thematic concepts like identity, behavior, relationships, and the place of politics, among many others, students will have a chance, in this course, to first, make sense of the role that contemporary technologies play in society, and second, to develop and build on the foundational abilities that will later help them to successfully complete their Arts degrees.

COURSE OBJECTIVES & LEARNING OUTCOMES

Upon completion of the course, a successful student will be able to:

- Navigate library resources to locate and retrieve required material, particularly with the goal of finding and effectively applying relevant content to assignments.
- Assess, examine, and evaluate both scholarly and non-scholarly content.
- Differentiate between and reflect on the meaning of both quantitative and qualitative data.
- Apply strong oral and written communication skills to various independent and collaborative work goals.
- Systematically reflect, incorporate, and build on feedback provided to enhance work quality.
- Bridge the processes of collecting information, conducting analysis, and engaging in communication, with the goal of producing knowledge.

COURSE REQUIREMENTS AND ASSESSMENTS

Assessment	Due By/Breakdown	Weighting
Discussion Board (DB) Posts	3 X 5% each	15%
Informal Video Commentaries	3 X 5% each	15%
Partner Projects	3 X 5% each	15%
Research Project Part 1	Friday, March 5, 2021	10%
Research Project Part 2	Friday, March 19, 2021	15%
Research Project Part 3	Thursday, April 1, 2021	15%
Formal Video Commentary	Wednesday, April 14, 2021	15%
TOTAL		100%

***PLEASE NOTE: All Assessments are due by 11:59 pm Eastern Time on the Due Date (See Course Schedule below for more details)**

COURSE SCHEDULE

Week #	Dates	Course Topic	Deliverables – What’s Due:
1	Monday, January 11 – Friday, January 15	Community Building & Introduction to Remote Learning	• Discussion Board Post 1 (5%)
2	Monday, January 18 – Friday, January 22	Course Introduction	• Discussion Board Post 2 (5%) • Informal Video Commentary 1 (5%)
3	Monday, January 25 – Friday, January 29	Defining Mobile Technology	• Partner Project 1 (5%)
4	Monday, February 1 – Friday, February 5	Demography & Mobile Technology Use	• Informal Video Commentary 2 (5%)
5	Monday, February 8 – Friday, February 12	Identity Theory and Smartphones	• Partner Project 2 (5%)
	Saturday, February 13 – Sunday, February 21	READING WEEK [NO CONTENT]	
6	Monday, February 22 – Friday, February 26	Networked Individualism	• Discussion Board Post 3 (5%)
7	Monday, March 1 – Friday, March 5	Navigating Library Research Resources: Academic Databases	• Research Project PART 1 (10%)
8	Monday, March 8 – Friday, March 12	Social-Psychology Meets Mobile Technology	• Informal Video Commentary 3 (5%) • Partner Project 3 (5%)
	Monday, March 15 – Tuesday, March 16	UW SCHEDULED PAUSES [NO CONTENT]	
9	Wednesday, March 17 – Friday, March 19	Organizing Research and Understanding Data	• Research Project PART 2 (15%)
10	Monday, March 22 – Friday, March 26	Discussion of Final Assignment	
11	Monday, March 29 – Thursday, April 1	The Mobile Revolution: A Paradigm Shift	• Research Project PART 3 (15%)
12	Monday, April 5 – Wednesday, April 14	Student-Instructor Appointments for Final Assignment	• Formal Video Commentary (15%)

***PLEASE NOTE: All Assessments are due by 11:59 pm Eastern Time on the Due Date**

CLASS/LECTURE STRUCTURE

This term, classes are being delivered remotely and asynchronously. This means that there is **no** formal meeting time at which you have to ‘attend class.’ To help you stay organized throughout the term, a weekly announcement will be posted on your course’s LEARN homepage at the beginning of each new week. The announcements will contain:

1. The week’s ‘Course Topic’
2. Information to access any recorded lecture content to help guide you through course material
3. Information to access readings and other content for you to explore and make use of to complete course work
4. A list of the deliverables that are due that week, with information to access assignment descriptions and other related material

REQUIRED READINGS

All content will be posted on LEARN for your access. Guidance and instructions will be provided in the weekly course homepage announcements.

DISCUSSION BOARD POSTS

There will be 3 required Discussion Board topics you need to post on this term, each worth 5%, for a total of 15% of your course grade. To earn the full 5% for each post, you must respond to the given topic and/or posts made by others about the topic in a **thoughtful, coherent, meaningful** way. Both quantity and quality will be factored in when your discussion board posts are being evaluated. Quantity refers to how much you write in each post, as well as the number of posts you make on a topic (for example, returning to comment on a topic multiple times will yield positive results). Quality refers to how well you display your knowledge of course content, how well you show a thoughtful consideration of the topic, and how well you engage with your peers and their ideas. More particular instructions will be provided on the weeks that the Discussion Board posts are due:

- Discussion Board Post 1 → DUE BY: 11:59 pm (Eastern Time) on Friday, January 15th
- Discussion Board Post 2 → DUE BY: 11:59 pm (Eastern Time) on Friday, January 22nd
- Discussion Board Post 3 → DUE BY: 11:59 pm (Eastern Time) on Friday, February 26th

INFORMAL VIDEO COMMENTARIES

There will be 3 required Informal Video Commentaries this term, each worth 5% each, for a total of 15% of your course grade. An Informal Video Commentary refers to a brief, 1-2 minute recording (audio and video) of you responding to a given topic. Your responses can be informal, meaning that they do not need to be memorized. However, they should still be appropriate and academic in nature, and they should indicate that you have given the topic, and your response to it, some significant thought. More particular instructions will be provided on the weeks that the Informal Video Commentaries are due:

- Informal Video Commentary 1 → DUE BY: 11:59 pm (Eastern Time) on Friday, January 22nd
- Informal Video Commentary 2 → DUE BY: 11:59 pm (Eastern Time) on Friday, February 5th
- Informal Video Commentary 3 → DUE BY: 11:59 pm (Eastern Time) on Friday, March 12th

PARTNER PROJECTS

There will be 3 required Partner Projects you need to complete this term, each worth 5%, for a total of 15% of your course grade. Partner Projects refer to simple, but engaging tasks that will allow you to connect with your peers in the class, while collaboratively exploring various course goals. More particular instructions will be provided on the weeks that the Partner Projects are due:

- Partner Project 1 → DUE BY: 11:59 pm (Eastern Time) on Friday, January 29th
- Partner Project 2 → DUE BY: 11:59 pm (Eastern Time) on Friday, February 12th
- Partner Project 3 → DUE BY: 11:59 pm (Eastern Time) on Friday, March 12th

RESEARCH PROJECT (3 PARTS)

This term you will be responsible for completing a Research Project with multiple parts. Part 1 of the project will account for 10%; Part 2 will account for 15%; and Part 3 will also account for 15%. Together, the Research Project will amount to a total of 40% of your final course grade. More particular instructions will be provided on the weeks that the various parts of the project are due:

- Research Project Part 1 → DUE BY: 11:59 pm (Eastern Time) on Friday, March 5th
- Research Project Part 2 → DUE BY: 11:59 pm (Eastern Time) on Friday, March 19th
- Research Project Part 3 → DUE BY: 11:59 pm (Eastern Time) on Thursday, April 1st

FORMAL VIDEO COMMENTARY

Towards the end of the term, you will also be required to complete a Formal Video Commentary, which will account for 15% of your overall course grade. A formal video commentary should span about 8-10 minutes in length, and should reflect a thoughtfully-prepared, well-practiced, delivery of required content. As with the Informal Video Commentary, the Formal Video Commentary should have an appropriate, academic tone, and should indicate your effort to bring together the various course components you have encountered throughout the term. More particular instructions will be provided leading up to the due date for this assignment. It is DUE BY: 11:59 pm (Eastern Time) on Wednesday, April 14th.

MISSED/LATE WORK

No accommodations will be made for students who miss/are late to complete course work, without providing the institutionally required documentation in accordance with UW guidelines. Students who miss more than one evaluation may face re-weighting of their course components, at the instructor's discretion, as well as a notification to the Associate Dean's office, whether documentation is provided or not. A general late policy will apply to course work, at 5% per day, at the discretion of the instructor.

STATEMENTS AND LINKS TO BE INCLUDED ON ALL COURSE OUTLINES:

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 alternate assignment.

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RESEARCH PROJECT PART 1: ASSIGNMENT DESCRIPTION & DETAILS (10%)

DEADLINE: By end of day (11:59 pm) on Friday, March 5, 2021 to appropriate LEARN dropbox.

DESCRIPTION: The Research Project has been split into three parts. This first part of the assignment is intended to help you progressively move through the research process.

TASK: Prepare a 2-page (max) research proposal by following these steps:

1. Start by brainstorming topics related to smartphone mobile technology that you find interesting.
 - You may choose to focus on a topic we've already explored to some extent in the course like: specific demographic groups, identity, or networked individualism, etc.
 - Or you may choose to focus on your own area of interest like: education, politics, occupations, gender, sex, consumerism, etc.
 - You can be as specific or general as you'd like with the topic, as long as it connects to smartphone technology
2. Once you've narrowed down your interest to one main topic, formulate it into a question that will help guide you when completing your secondary research.
 - Example question 1: "How has smartphone technology been integrated into post-secondary education?"
 - Example question 2: "How do politicians use smartphone technology to facilitate their campaign activities during an election?"
 - Example question 3: "How do members of law enforcement occupations make use of smartphone technology in their work?"
 - Again, you can be as specific or general as you'd like with the question, as long as you can successfully complete the upcoming steps. If you move through the following steps and find the question is not working for you, revise it and try again.
3. Based on the research question you construct, begin perusing the academic literature to find **at least 10 academic journal articles** you can draw on. To access academic databases:
 - Start on UW library homepage: <https://lib.uwaterloo.ca/web/index.php>
 - On the right hand side click "Get access from anywhere" and login with your WATID
 - Once logged-in, click on "Research & journal databases" on the right hand side of the page
 - Explore various databases to find **RECENT** (within the last 10 years) and **RELEVANT** academic articles related to your topic
 - Some recommended databases you should consider starting with include (these are just suggestions, so feel free to explore others!):
 - i. Sociological Abstracts
 - ii. SCOPUS
 - iii. ProQuest

WHAT TO SUBMIT: a 2-page (max) research proposal organized as follows:

- **Section A:** State your research question as clearly as possible + in one paragraph, briefly discuss why you chose this question and how it might relate to course content. (10 marks)
- **Section B:** List at least 5-10 key terms that you used to help you search for academic journal articles related to your chosen research question. (5 marks)
- **Section C:** In one paragraph, briefly reflect on your experiences searching for recent and relevant academic journal articles. For example, you might address: modifications you made to your research question along the way; steps you took to determine your key search terms; aspects of the literature you found most surprising/informative; any ‘roadblocks’ you encountered in trying to access content, etc. (10 marks)
- **Section D:** In APA citation format, list at least 10 RECENT (within the last 10 years) and RELEVANT academic journal articles you found related to your research question. (15 marks)
 - Do not include websites, news media articles, or other popular sources
- **Assignment to be graded out of /40 MARKS = 10% of overall course grade**

PARAMETERS:

- You should submit no more than 2 pages total for this assignment
- Use 12-point Times New Roman font, 1-inch margins
- Ensure you follow APA guidelines when listing your citations
- Submit your assignment in **PDF FORMAT** to the appropriate LEARN dropbox by the deadline

EXAMPLE EXCERPT OF APA CITATION LIST (sourced from Dr. Manji’s dissertation references):

Eidelson, Roy J., and Norman Epstein. (1982). “Cognition and relationship maladjustment: Development of a measure of dysfunctional relationship beliefs.” *Journal of Consulting and Clinical Psychology*, 50, 715-720.

Epstein, Norman, James L. Pretzer, and Barbara Fleming. (1987). “The role of cognitive appraisal in self-reports of marital communication.” *Behavior Therapy*, 18, 51 – 69.

Erikson, Erik H. (1980). Identity and the Life Cycle. New York: W.W. Norton & Company, Inc.

Estrada, Rebeca Isabel. (2009). “An Examination of Love and Marital Satisfaction in Long-term Marriages.” Doctoral Dissertation: *Morgridge College of Education, University of Denver*.

Fletcher, Garth J.O and Leah A. Kininmonth. (1992). “Measuring relationship beliefs: An individual differences Scale.” *Journal of Research in Personality*, 26 (4), 371 – 397.

Franiuk, Ranae, Dov Cohen, and Eva M. Pomerantz. (2002). “Implicit theories of relationships: Implications for relationship satisfaction and longevity.” *Personal Relationships*, 9, 345 – 367.

GRADING:

- Above in the “What to Submit” section, you can see the grading breakdown for each element
- In addition to grading each section as described, I will also take into account the following:
- If you've thoroughly and completely addressed all required tasks
- Spelling/grammar/clarity in writing
- Extent of thought & effort in completing the required tasks
- Indication of your attempt to connect your material in some way to course content
- Formatting of citations and selection of literature

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RESEARCH PROJECT PART 2: ASSIGNMENT DESCRIPTION & DETAILS (15%)

DEADLINE: By end of day (11:59 pm) on Friday, March 19, 2021 to appropriate LEARN dropbox.

DESCRIPTION: The Research Project has been split into three parts. This second part of the assignment is intended to help you build on part 1 and work towards part 3

TASK: Prepare a 3-4-page (max) annotated bibliography by following these steps:

1. Start by reading the articles you collected for Research Project Part 1 to determine their value for the research question you have chosen to explore (as you identified it in Research Project Part 1).
 - If all 10 of your selected articles have a clear and valuable connection to your research question, that's great, you can use the 10 that you already chose
 - If you find that some, most or all your articles do not have a clear/valuable connection to your research question, you may need to revisit the databases to acquire more academic articles that you can use.
2. As you read through the articles, use tools/strategies to help make sense of what you are reading, like:
 - Highlight key sentences/key terms
 - Keep notes about the major elements in the article → consider: the main focus, methodology discussed, major findings, strengths/weaknesses, other surprising/interesting elements, etc.
 - Record patterns you see between and among the articles you are reading
 - Record any connections you notice to your research question and our course content in general

WHAT TO SUBMIT: a 4-page (max) annotated bibliography organized as follows:

- Section A (2 marks): Restate the research question from your Research Project Part 1
- Section B (10 sources X 5 marks each = 50 marks): In APA citation format, list the 10 **RECENT** (within the last 10 years) and **RELEVANT** academic journal articles you decided to go with. Under each citation/source, produce a short paragraph of writing (5-7 sentences) that addresses the following questions:
 - What is the main focus of the article?
 - What methodology did the researcher(s) use to collect data/complete their work?
 - What were the major findings/conclusions discussed?
 - Do you notice any particular strengths/weaknesses about the research?
 - How can the article and its content be related to your research question?
- Assignment to be graded out of /52 MARKS = 15% of overall course grade

EXAMPLE EXCERPT OF APA CITATION LIST (sourced from Dr. Manji’s dissertation references):

- Eidelson, Roy J., and Norman Epstein. (1982). “Cognition and relationship maladjustment: Development of a measure of dysfunctional relationship beliefs.” *Journal of Consulting and Clinical Psychology*, 50, 715-720.
- Epstein, Norman, James L. Pretzer, and Barbara Fleming. (1987). “The role of cognitive appraisal in self-reports of marital communication.” *Behavior Therapy*, 18, 51 – 69.
- Erikson, Erik H. (1980). Identity and the Life Cycle. New York: W.W. Norton & Company, Inc.
- Estrada, Rebeca Isabel. (2009). “An Examination of Love and Marital Satisfaction in Long-term Marriages.” Doctoral Dissertation: *Morgridge College of Education, University of Denver*.
- Fletcher, Garth J.O and Leah A. Kininmonth. (1992). “Measuring relationship beliefs: An individual differences Scale.” *Journal of Research in Personality*, 26 (4), 371 – 397.
- Franiuk, Ranae, Dov Cohen, and Eva M. Pomerantz. (2002). “Implicit theories of relationships: Implications for relationship satisfaction and longevity.” *Personal Relationships*, 9, 345 – 367.

EXAMPLE OF ANNOTATED CITATION (sourced from Owl Purdue, edited):

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York, NY: Henry Holt and Company.

In this book of nonfiction based on the journalist's experiential research, Ehrenreich attempts to ascertain whether it is currently possible for an individual to live on a minimum-wage in America. Taking jobs as a waitress, a maid in a cleaning service, and a Walmart sales employee to collect primary, first-hand data, the author summarizes and reflects on her work, her relationships with fellow workers, and her financial struggles in each situation. An experienced journalist, Ehrenreich is aware of the limitations of her experiment and the ethical implications of her experiential research tactics, and she reflects on these issues in the text. She concludes that the low-wage lifestyle is unfair and impractical, and she even predicts that people in this group will not adhere to these conditions much longer. Ehrenreich’s project can be applied to my work on low-income earners of immigrant backgrounds, as her direct qualitative observations can supplement the quantitative data I have acquired from other sources related to my research question.

PARAMETERS:

- You should submit no more than 4 pages total for this assignment
- Use 12-point Times New Roman font, 1-inch margins
- Ensure you follow APA guidelines when listing your citations
- No title page is required for your assignment, but you may include one if you’d like (does not count toward page limit)
- Submit your assignment in **PDF FORMAT** to the appropriate LEARN dropbox by the deadline

GRADING:

- Above in the “What to Submit” section, you can see the grading breakdown for each element
- In addition to grading each section as described, I will also take into account the following:
- If you've thoroughly and completely addressed all required tasks
- Spelling/grammar/clarity in writing
- Extent of thought & effort in completing the required tasks
- Indication of your attempt to connect your material in some way to course content
- Formatting of citations and selection of literature

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RESEARCH PROJECT PART 3: ASSIGNMENT DESCRIPTION & DETAILS (15%)

DEADLINE: By end of day (11:59 pm) on Thursday, April 1, 2021 to appropriate LEARN dropbox.

DESCRIPTION: The Research Project has been split into three parts. This third part of the assignment is intended to help you build on part 1 and part 2.

TASK: Prepare a 4-page (max) literature review to answer your research question by following these steps:

1. Use your annotated bibliography (from Research Project Part 2) to help you organize the literature you've explored according to THEMES
 - Themes = overarching trends in the literature that allow you to bring similar work together and compare/contrast it to related literature that can be grouped under other themes
 - Aim to group your 10+ **RECENT & RELEVANT** academic articles into 3-4 themes
 - Make note of which articles fit under which themes, and why → what are the pertinent elements discussed in each article that allows each one to fit into its respective theme?
 - Make note of how each thematically-grouped article relates to your research question
 - If you are having trouble accomplishing this thematic grouping of your chosen literature, especially in relation to the research question you have identified, you may, of course, find additional literature (remember it must be academic, recent, and relevant)
 - This means that, if you need to, you may find/use more/different articles than the ones you used for your annotated bibliography (Research Project Part 2) and/or your research proposal (Research Project Part 1)
2. Write your literature review to address the research question you've identified, through the literature you've explored, according to the structural features required:
 - General essay structure → introduction, body paragraphs, conclusion (see detailed structural breakdown & example below)
 - Formal, ACADEMIC, writing → no personal pronouns, elevated vocabulary usage, **IN-TEXT CITATIONS** according to APA format
 - Effective writing → writing flow using linking words/phrases, elements are thoughtfully organized and connected according to clear, comprehensible thematic categories

WHAT TO SUBMIT: a 4-page (max) literature review organized according to these sections:

- **Section A (50 marks):** 5-8 paragraphs of writing that must include:
 - An introduction paragraph, body paragraphs, and a conclusion paragraph (see detailed structural breakdown & example below)
 - Correctly used APA in-text citations (see example body paragraph elements below)
 - Clearly organized thematic sections that are effectively explored/discussed in relation to your chosen research question and the course in general
- **Section B (10 marks):** References/citation list that:
 - Uses APA citation format
 - Shows improvement from previous submissions based on feedback provided to you
 - **NOT INCLUDED IN 4-PAGE MAX LIMIT**
- Assignment to be graded out of /60 MARKS = 15% of overall course grade

PARAMETERS:

- Submit no more than 4 pages total for this assignment (excluding reference/citation page)
- Use 12-point Times New Roman font, 1-inch margins
- Ensure you follow APA guidelines for in-text citations and reference list
 - *Please note: your reference/citation list is **NOT** included in your 4-page limit
- No title page is required for your assignment, but you may include one if you'd like (does not count toward page limit)
- No page headers/footers are required for your assignment
- Submit your assignment in **PDF FORMAT** to the appropriate LEARN dropbox by the deadline

GRADING:

- Above, in the “What to Submit” section, you can see the grading breakdown for each element
- In addition to grading each section as described, I will also take into account the following:
- If you've thoroughly and completely addressed all required tasks
- Extent of thought & effort in completing the required tasks
- Spelling/grammar/clarity in writing
- Indication of your attempt to connect your material in some way to course content
- Selection and organization of literature
- Formatting of both APA in-text citations and Works Cited/References page
- Adherence to/inclusion of structural components of writing

EXAMPLE EXCERPT OF APA CITATION LIST (sourced from Dr. Manji's dissertation references):

Eidelson, Roy J., and Norman Epstein. (1982). “Cognition and relationship maladjustment: Development of a measure of dysfunctional relationship beliefs.” *Journal of Consulting and Clinical Psychology*, 50, 715-720.

Epstein, Norman, James L. Pretzer, and Barbara Fleming. (1987). “The role of cognitive appraisal in self-reports of marital communication.” *Behavior Therapy*, 18, 51 – 69.

Estrada, Rebeca Isabel. (2009). “An Examination of Love and Marital Satisfaction in Long-term Marriages.” Doctoral Dissertation: *Morgridge College of Education, University of Denver*.

Fletcher, Garth J.O and Leah A. Kininmonth. (1992). “Measuring relationship beliefs: An individual differences Scale.” *Journal of Research in Personality*, 26 (4), 371 – 397.

Franiuk, Ranae, Dov Cohen, and Eva M. Pomerantz. (2002). “Implicit theories of relationships: Implications for relationship satisfaction and longevity.” *Personal Relationships*, 9, 345 – 367.

STRUCTURE OF LITERATURE REVIEWS + EXAMPLE ELEMENTS:

***Note 1:** the writing structure and examples below represent a general guideline for writing literature reviews → you may want/need to make adjustments depending on your particular content*

***Note 2:** if you are looking for a more comprehensive example of a literature review, you may consult section 1.3 of my dissertation document (assigned for readings in past weeks) and/or other literature reviews you find in the academic databases*

***Note 3:** in referring to this example, be sure not to allow any **PLAGIARISM** to ‘creep into’ your own assignment → you may refer to the example provided, but should not use any of the sentences themselves, regardless of how similar your topic may be to the example topic*

Example Research Question: “How do committed couples navigate the use of smartphones in their relationships?”

Introduction Paragraph Structure (*colors correspond to example below*):

Sentence #	Paragraph Element	Description
1	Hook	An opening sentence (or two) that introduces the reader to the <u>general</u> subject of the composition – including the main <u>research question/area of focus</u> you are trying to address
2-5	Context	3-5 sentences that provide context for your lit review, aim to answer: 1. What field does the literature come from? 2. What methodology/approach did you use to pick the literature? 3. What motivation, if any, do you/other researchers have to investigate this body of work? 4. (Any other pertinent pieces of background knowledge that can help provide context)
6-7	Definition(s)	Define any key terminology your reader will need to know
8	Thesis	Sentence that states the upcoming sections/themes to be discussed – aim for at least 3-4 different sections/themes

Introduction Paragraph Example (*colors correspond to above structure*):

Technology is one of the most prominent features of modern societies all around the globe, and it has become seamlessly integrated into infinite aspects of people’s work and personal lives, including their romantic relationships. One area of recent interest in Sociological work is the research into how contemporary forms of technology are impacting people’s committed relationships with each other. In fact, in reviewing some of the existing literature at this substantive intersection, especially in the last 10 years of academic publications, many valuable findings have emerged. The interest in this subfield continues to grow as technology becomes more immersed in people’s lives, particularly smartphones. Statistics Canada, in a 2018 report, confirms the reality of the growing use of mobile phones. In 2018, 84% of Canadian households had an active cell phone (Statistics Canada). The term “smartphone,” specifically, has come to denote a programmable mobile phone typically including high-speed data connection, color screen, camera, local connectivity (bluetooth and infrared), web browsing, text and multimedia messaging, e-mail, and games (Raento, Oulasvirta, and Eagle, 2009: 429). For the purposes of this work, the concept of a “committed couple” refers to sets of people who have made the decision to remain exclusively devoted to each other in both the short and long term. Generally, as this literature relates to the question of how committed couples navigate smartphone use, it can be broadly separated into three areas which can be systematically explored: (1) understanding the inherent connection between cellular phones and committed relationships; (2) how couples make use of specific smartphone features; and (3) perceived impacts of mobile phone use on committed relationships.

Body Paragraph Structure (*colors correspond to example below*):

Sentence #	Paragraph Element	Description
1	Topical Hook	Tell the reader what the paragraph is about
2	Point 1	Make an observation about the literature that discusses this theme related to your main topic
3	Proof 1	Provide a quote or other evidence to show what you mean
4	Analysis 1	Make a connection to your research question/topic

5-7	Point-Proof-Analysis 2	
8-10?	Point-Proof-Analysis 3?	
8 or 11	Closure Sentence	A sentence that brings your paragraph to a natural ending

Body Paragraph PARTIAL Example (*colors correspond to above structure*) → note the formatting of the IN-TEXT CITATIONS:

One broad area into which the literature on mobile phones and romantic relationships can be grouped relates to how couples make use of specific features their smartphones offer them. A particularly unique arena of research in this subfield deals specifically with the sending and receiving of sexually suggestive images, videos, or texts on smartphones (Wiesskirch and Delevi, 2011; Wiesskirch and Delvei, 2013). In the earlier literature, there seems to be a strong focus on adult attachment theory, which indicates that the “attachment one forms in infancy to a caregiver may form a basis for the attachment one forms later with a romantic partner” (Weisskirch and Delevi, 2011: 1697). Using this framework to understand the implications for modern smartphone use, connections have become apparent between ‘attachment anxiety’ and the practice of sending and receiving “sexts” (Weisskirch and Delvei, 2011).

Conclusion Paragraph Structure (*colors correspond to example below*):

Sentence #	Paragraph Element	Description
1	Concluding Hook	Let the reader know this will be the last paragraph
2-3	Summary of Findings	Restate your main thesis points and review some of the most interesting highlights Answer your research question (if you can?)
4-5	Limitations	Discuss why your review of the literature was limited and how it could be improved
6	Next Steps/ So What	Where do you anticipate this research field progressing & why should the reader care
7	Concluding Sentence	Provide the reader with closure

Conclusion Paragraph Example (*colors correspond to above structure*):

As the research on modern technology is growing, especially on smartphones, it is imperative to stay apprised of the impact the devices have on people’s relationships. To address the question of how couples navigate smartphone technology, the literature shows greatest focus on exploring (1) the seemingly inherent connection between the devices and people’s relationships; (2) the specific ways couples make use of the unique features smartphones offer them; and (3) the impacts people perceive the devices to have on their committed relationships with each other. It is clear that the connection between people’s relationships and their smartphone use is characterized by immense complexity, and that committed couples participate in a dynamic process with their devices, whereby this connection is mutually impactful. This review of the literature is, by no means, exhaustive, as it only delves into a small subsection of specific and recent literature. To provide greater breadth, a more diverse exploration, especially on smartphones as one phenomena, and committed relationships as another, independent phenomena, must be conducted. It seems this subfield of work is moving towards increased focus on people’s constructed meanings and beliefs in operating and engaging with the technology. As the Sociological work in this area continues to progress, it will be interesting to see how changes in the technology inform trajectories in this body of research.

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FORMAL VIDEO COMMENTARY: ASSIGNMENT DESCRIPTION & DETAILS (15%)

DEADLINE: By end of day (11:59 pm) on Wednesday, April 14, 2021 (End of Week #12).

DESCRIPTION: The Formal Video Commentary is your chance to practice and develop your public speaking skills in the context of our online, remote course environment.

TASK: Prepare an 8-10 minute presentation based on the work you have completed for Research Project Part 1, 2, and 3. This presentation is based on two distinct goals: 1) exploring the outcomes of your academic research; and 2) reflecting on your experiences through the secondary research process. Aim to complete this assignment by following these steps:

1. Review your work from Research Project Part 1, 2, and 3 to determine the ‘MAJOR HIGHLIGHTS.’ Consider:
 - The products of your work → what research question did you initially ask, and were you able to eventually answer it – if so, to what extent?; if not, where were the gaps?; what major findings arose out of your exploration of the academic literature related to your research question?; what are the limitations of your findings?
 - The research process → how did your understanding of and experience with secondary research evolve?; what knowledge have you taken away from this process that might aid you in future work?; in what ways could your research process have been improved for different/better outcomes?
 - The universal academic abilities you’ve grown/gained → have you grown or gained any existing or new academic skills – if so, which ones, and in what ways?; what was your experience like working through standard academic processes like dealing with databases, developing an annotated bibliography and writing a literature review?; how can the abilities you’ve grown/gained in completing this research project be applied specifically to your upcoming work in your particular (sub)field/program of study?
2. Based on the ‘MAJOR HIGHLIGHTS’ you identify during step 1 (above), organize and develop your presentation content. Your presentation should have AT LEAST these FOUR sections, and any others you feel are necessary to include (see above question prompts to help with each section):
 - Introduction → identify your research question and the field of study it belongs in; discuss the process you went through to answer it
 - Research Outcomes → discuss your answer to your research question and the most significant findings from the literature – directly reference authors/articles you discuss; identify any limitations in your process/work products; connect to course content where possible
 - Research Reflection → discuss your experience of the research process, especially in relation to completing secondary research
 - Conclusion + Personal Reflection → discuss how you’ve grown as an individual and as an academic through the Research Project (Part 1, 2, and 3); reflect on your future as an academic based on your experiences with this project

3. Record your presentation, incorporating some kind of visual aid. Some possible options for presentation format:

- Option 1: Use the same kind of presentation format that I use for your weekly lectures → i.e. a split screen with your face on one half of the screen, and a set of slides on the other (you're free to use whatever slide software/format you'd like – powerpoint, google slides, prezi, canva, etc.)
- Option 2: Create an edited/integrated video that includes one 'full screen' → your face must be visible for at least half your total presentation length
- Option 3 (best 'low-technology' option): Have your face on the screen for the entire presentation length, and use 'old school' visual aids → e.g. printed visuals you can hold up; a skit or other type of demonstration/performance (you may ask other people to help with this if needed, but no other person should appear in your video for more than 2 minutes.
- Any other reasonable option: If you think of an alternative format you'd like to use aside from the three options here, you're free to do what you'd like, as long as you meet all the required criteria!

PARAMETERS/REQUIREMENTS:

- Your video should be between 8-10 minutes in length
- Your video should be comprised of at least the FOUR SECTIONS outlined above (introduction; research outcomes; research reflection; conclusion+ personal reflection) – but can include others if you feel other elements are needed
- Your Formal Video Commentary should apply conventions of formal, academic presentations → e.g. formalized language and structure; effective body language & facial expressions; effective integration of visual aids and creative, engaging features
- Your face must be visible + your voice must be audible for at least half of your total presentation length
- Your presentation should include some creative, engaging elements → DO NOT simply read off a script for the whole presentation, make it dynamic, with visual cues and interesting features
- If you include any media (e.g. video/audio clips), they cannot account for more than 60 seconds of your total presentation → this means you could have ONE 60-second clip; TWO 30-second clips; THREE 20-second clips, etc. – MAX
- If you include other people in your presentation (e.g. in a skit or demonstration), the maximum time they can appear in your video is 2 minutes
- Submit your Formal Video Commentary assignment in an **EASILY ACCESSIBLE** video format → e.g.: .MP4; .AVI; .MOV

HOW TO SUBMIT:

- Option 1: Submit through the Bongo Video Assignment tool by following these steps:
 - Start on the course homepage and click on "Content" at the top of the page
 - Find the module entitled: "Week 12 – April 5-14"
 - In this module you will find the "Formal Video Commentary" assignment video tool
 - Follow the steps within the video assignment tool for submitting your Formal Video Commentary
- Option 2: Submit a YouTube video link to dropbox by following these steps:
 - Upload your video to YouTube – be sure to set your video to '**unlisted**' so that only those with the link can access it → if I cannot access it because of your settings, you will receive a grade of 0
 - Start on the course homepage and click on "Submit" at the top of the page
 - Select "Dropbox" from the dropdown menu
 - Find the dropbox entitled: "Week 12: Formal Video Commentary"
 - Submit your video's YouTube link to this dropbox – you can do so in the comments section of your submission or put the link in a PDF you submit

GRADING:

- Completion of required tasks + extent of thought & effort in completing them
- Spelling/grammar/clarity in writing on screen – writing should be MINIMAL → this assignment is about your ability to present - to speak and deliver material effectively (less emphasis on writing)
- Indication of attempt to connect to course material
- Indication of attempt to engage in meaningful reflection
- Finesse in delivering an effective and informative presentation
- Incorporation of creative, engagement features
- Presentation delivery style including: tone, pace, eye contact, volume, body language, etc.
- Inclusion and formatting of citations/references where appropriate
- Assignment grading structure:
 - Presentation Style → delivery approach = /10 marks
 - Presentation Content → material discussed = 10 marks X 4 required sections = /40 marks
 - Presentation Creativity → elements of engagement = /10 marks
 - Presentation Overall → general efficacy and impression = /10 marks
 - Total: /70 marks

FREQUENTLY ASKED QUESTIONS (FAQs):

- I have uploaded and will continue to update a document to address the FAQs related to this assignment. You can find this FAQs document in LEARN under the “Content” section module entitled “Formal Video Commentary.”

R7 - created by Dr. Linda Carson

The deliberate practice portfolio is an ongoing project about showing up in the studio, making the most of the time, and reflecting on your own progress.

Expertise research across many domains shows that performance improves with deliberate practice, that is, with well-chosen exercises tightly coupled with feedback and reflection. That's why I will bring a wide variety of drawing exercises for you to work on in class, coach you on them, and ask you to reflect on your work. The "deliberate practice portfolio" is a weekly assignment. Choose one drawing *you've made in class* and submit a short written reflection about its strengths and weaknesses. This isn't just a self-critique but an opportunity for you to consider how this drawing relates to your previous work and to make plans for what you'll focus on improving next.

Commented [VF1]: Definition of "explicit practice"

Take a digital photograph of yourself holding the drawing and upload it to the dropbox on LEARN. Write a short reflection—200 to 500 words—and upload it to the same dropbox or paste it into the comment section of the dropbox. I suggest you write about your answers to these questions:

Commented [VF2]: Adapt these instructions to your own activity / project that would benefit from students' iteration and reflection.

- What was important to you about this drawing? The technique, the process, the finished work? Something you tried and learned from? Something you revised or improved?
- What are the strengths of this drawing? What are its weaknesses? What does it show about your own skill and development?
- What do you intend to work on next in order to build on what you've learned from this drawing?

Commented [VF3]: Adapt these prompts by replacing "drawing" with your own activity / project that would benefit from students' iteration and reflection.

Your weekly deliberate practice assignment is due by midnight Sunday. Because it represents a record of regular practice, your submission must be based on a drawing made in class that week, and late submissions will not be accepted. Note that there are some weeks where we will only have one studio class in a week; if you miss that class, you will not have an eligible submission for the deliberate practice assignment. I will drop the lowest mark of your eleven submissions; your overall deliberate practice grade will be based on your ten best submissions. (If you are absent due to extenuating circumstances such as an illness or family emergency, let me know so I can make suitable arrangements.)

Commented [VF4]: For students to gain the benefits of deliberate practice, you don't necessarily need 11 iterations. 3, an important number in ed psych / neuropsych, is a great place to start!

For your final deliberate practice submission, I encourage you to look back on the term overall. I suggest you add answers to questions such as these:

- What stands out to you most about your own development in this course over the term? What did you struggle with? Where did you make the most progress?
- How might you apply something that you've learned here to your future studio practice?

Commented [VF5]: Note these additional prompts as they relate to the final reflection upon the whole term, not just the week.

Each deliberate practice portfolio submission will be graded on a scale of 0 to 10. I look forward to seeing what work you choose to share. I won't be able to give you a lengthy written critique but I will assign a grade and give you a bit of personalized feedback on some aspect of your work or progress that strikes me as interesting.

10: An outstanding drawing, or
an ambitious or risky drawing with an especially insightful reflection, or
a good drawing that shows great progress in response to previous drawings and reflections

7-9: An excellent drawing, or
a good drawing demonstrating focus or progress on a specific exercise, or

a crummy drawing with an especially insightful reflection on what went wrong and what you'll do to improve

5-6: A slight drawing or a poor drawing, with a superficial reflection that doesn't show much thought or insight into the exercise, the problems of the drawing, or what you might work on next to improve

1-4: A slight drawing or a poor drawing with no written reflection, or a written reflection with no drawing from this week

0: No submission

R8 - created by Dr. Rob Gorbet

D2: Weekly Check-ins (5%)

Submission	Submit on Slack in your <i>#groupname-checkins</i> channel
Due	Mondays from Sep 16 to Nov 25 (except Oct 14); submit by 11:59pm
Deliverable	Be sure to use the format below to make it easier for everyone (me, you, and your teammates) to find & read your check-in.

Description

Weekly Check-ins are intended to be a lightweight but regular mechanism for you to reflect & organize your thoughts and to allow for more timely & effective feedback for groups. Each week's check-in questions will be posted on Learn Announcements and pinned in *#general* on Slack.


Each student is responsible for checking in this way each Monday between September 16 and November 25, with the exception of Thanksgiving Monday October 14th. I will read all check-ins before Wednesday class. I will often respond to check-in issues before the class, so feel free to tag me *@rob* if there's something specific you want a quick response to.

D2 contributes to your individual grades and each check-in will be assessed 0, 1 or 2 out of 2 points, based on the amount of detail and thought reflected in the post. Note that these don't necessarily correlate with length, and a check-in probably doesn't need to be longer than about 6-7 sentences for sure. Your goal is to provide good concise information that will help me and your group mates see where you're at, and make for efficient and effective problem-solving as required. See the examples from 2018 on the next page.

To make a check-in, simply make a post to the *#groupname-checkins* channel responding to the week's questions. Each question will have a hashtag (e.g., *#questions Is there anything you'd like to highlight for Wednesday's update meeting with Rob/Findley?*), which you should use to preface your answer (e.g., *#questions I'd like to know when the doors will be delivered to the workshop.*) Please make each answer a **new post** and use the hashtag. This format will be useful for your group and for me because, for example, you'll be able to filter on the tags to see how things evolved over the term. And if people do it right I can get a list of all the *#questions* people have by searching for that hashtag.

As always, check-in or otherwise, if you need quick help on anything specific tag me *@rob* in your post!

Below is an example of a check-in that is present but not very strong. This might be graded 1 out of 2. Another way to earn 1 out of 2 is to submit late, or fail to follow the requested format (i.e., please make each entry a **separate post**, and **use the hashtags**). The examples are from 2018 when the tags and questions were different, but you get the idea.


 **Rob** 7:31 PM
#context Visitors will understand that creating and maintaining interpersonal relationships builds sustainable communities.


#progress We're trying to decide which pedagogical approach is most appropriate for our learning objective. We're stuck because we can't decide, and we're not sure what to do next.

#process We've talked about a bunch of ideas but just seem to be going in circles.

#nextsteps As next steps we've thought about just moving on and tackling a different part of the design (maybe this will resolve itself).

Below is an example of a check-in that is stronger and would be graded 2 out of 2.

 **Rob** 7:31 PM
#context Visitors will understand that creating and maintaining interpersonal relationships builds sustainable communities.

 **Rob** 7:39 PM
#progress We're trying to decide which pedagogical approach is most appropriate for our learning objective and we're struggling to converge as a group.

#process We've reviewed Chapter 6 in Hein and narrowed it down to Discovery or Constructivism. Half of the group says Discovery is best because our later learning objectives will depend on visitors acquiring this knowledge, but the other half of the group isn't convinced that the knowledge they need to acquire is objective.

#nextsteps We think that maybe the issue is that we actually don't fully agree what the learning outcome really means, and our next step is to go back and try to figure out exactly what it is we need the visitor to get out of this activity, but @Rob we'd appreciate your perspective on it.

R9 - created by Dr. Linda Carson

Reading and reflection 1

DUE by 4:00 p.m., September 19th to the dropbox on LEARN

Take the self-guided tutorial on reflective writing at writeonline.ca, paying particular attention to the ORID framework (Objective, Reflective, Interpretive, and Decisional).

Keeping in mind the distinctions between groups and teams, recall some of your own best and worst experiences working in teams and the patterns of communication by those teams throughout their projects.

Then read the Harvard Business Review (HBR) articles “Why Teams Don’t Work” from 2009 by Diane Coutu and “The New Science of Building Great Teams” from 2010 by Alex “Sandy” Pentland. These articles are available to you on e-reserve at the University of Waterloo library. Access the reading online from the [library home page](#) by clicking on “Course Reserves” on menu on the right, or from within LEARN by selecting “Get Course Reserves” from the Library Resources menu on the left.

Review the assignment rubric and “How to write an ORID essay” on LEARN. Write a short reflective essay (3-6 pages, 1.5 line spacing, 12-point font) applying the ORID model to reflect on some relevant aspect of one of the articles in the context of one or more of your own firsthand experiences of working in teams.

You are not writing a summary of the HBR articles or a synopsis of your work history. **This is a reflection on some aspect of an article that is of particular interest to you in the context of your own teamwork experience.** You will tell the reader the relevant facts (from the article and from your experience), draw some insights from that comparison, and make decisions about working in teams.

Objective: Begin by answering questions related to the concrete experience.

- For example, what did you do or observe, when working in teams, that related to something specific in the HBR article? What did the HBR article say?
- What does a reader need to know about your experience and about the article to be able to understand the rest of your reflection?

Reflective: Next, answer questions that address the affective experience.

- For example, what was that teamwork experience like?
- For example, how were you, or teammates, affected by the experience?
- For example, what would the article suggest that experience would be like?

Interpretive: Then, answer questions that guide your exploration of your cognitive experience.

- For example, how did the article change your thinking about your teamwork experience?
- For example, how did your teamwork experience affect your interpretation of the article?
- For example, what did you learn?

Decisional: Finally, think about how you will prepare yourself to incorporate your experience into a new situation.

- For example, what is something concrete and specific that you will do more—or differently—next time?

Submit the essay to the dropbox on LEARN. If you submit the work early, you have the opportunity to use the feedback from Turnitin® to find and fix any errors in quotation and citation of your sources. For example, you will need to cite the HBR article.

R10 - created by Toni Lemon

Fall 2020

Course Code: SOCWK240R

Course Title: Palliative Care

Assessment 1

Journal – 35%

5 entries @ 5% each & 1 entry (Reflection Module) @ 10%

The purpose of the Journal is to reflect on your personal perspectives and experience related to dying and death, reflect on the material covered in the course in relation to your personal views, experiences and feelings as well as connections to other issues covered in this, other courses, or current events.

The journal challenges you to engage in self-reflection in relation to the course content. Self reflection is a critical skill in Social Work. Note that this is not a counselling or personal journal and should not be used in that way. Throughout the course and especially with respect to the journal, if you are having trouble with emotionally handling the content or are personally experiencing significant grief, trauma, or suicidal ideation, you are encouraged to seek assistance through professional resources. Some resources are listed in the course shell in LEARN.

More information on how to write effective critical reflections for your journal can be found here: <https://uwaterloo.ca/writing-and-communication-centre/critical-reflection>

The format for the journal is flexible. Options include:

Type your journal in Word (or other word processing package) and submit as Word document.

Hand write (including doodling/art if interested) on paper and submit photos of your pages.

Do a video log for your journal and submit links to the cloud storage of your video file (YouTube, onedrive, etc.).

Note: Go ahead and try different formats. You may alter your chosen format for each submission.

Guiding questions will be provided for each journal entry. At a minimum,

please answer the question. You are encouraged to also make comments on other observations throughout the course in your journal.

Journal entries will vary in length. For the Introduction Module and Modules 1, 2, 3 and 4, aim for 300-500 words (3-4 minute video). For the Reflection Module, aim for 400-600 words (4-5 minute video). Grades reflect the clarity and thought, not the length. Make this a valuable learning exercise for yourself. The objective is to make the journal itself a learning experience - to challenge yourself to reflect on your own assumptions and experiences and to make connections between the course material and your world. Submissions must be made in LEARN in the appropriate drop box by the due date/time.

The journal entries will be assessed based on a rubric (see LEARN for more details). You are encouraged to use the following guiding questions to ensure completeness of your journal submissions:

Completeness – Did you answer all aspects of the journal question posed?

Knowledge/Understanding – Did you clearly demonstrate use of information from the readings in the entry?

Depth of Analysis – Did you connect the knowledge from the course readings to your personal experience or make connections with your world or the news/current events?

Depth of Reflection – Did you reflect on what this analysis means to you personally and how you view or approach this topic?

While structure/grammar is not part of the rubric, the submissions must be comprehensible and clear to review. The journal should be written in first person and be specific to yourself and your reflections.

Citations and references are not required for this assessment.

Please see below for due dates for each journal submission and the Module Outlines for the guiding questions. Please note that all submission dates for the course are Sundays by 11:59am (i.e. before noon).