# Course Schedule

**IMPORTANT:** ALL TIMES EASTERN - Please see the University Policies section of your Syllabus for details.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week</th>
<th>Readings and Other Assigned Material</th>
<th>Activities and Assignments</th>
<th>End / Due Date</th>
<th>Completion Grades (Pts.)</th>
<th>Weight(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Narrative</td>
<td>Week 1</td>
<td></td>
<td>Introduce Yourself to Your TA Group</td>
<td>Friday, January 9, 2015 at 11:55 PM</td>
<td>1</td>
<td>Counts towards 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rights and Responsibilities Agreement Quiz</td>
<td>Friday, January 9, 2015 at 11:55 PM</td>
<td>2</td>
<td>Counts towards 20%</td>
</tr>
<tr>
<td></td>
<td>Week 2</td>
<td>Chapter 1: Narratives, pp. 4-43</td>
<td>Unit 1: Narrative - Chapter and Assignment Review Quiz (must attain 100% on quiz to unlock the rest of the unit activities)</td>
<td></td>
<td>Ungraded</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Activity 1: 140-Character Memoir</td>
<td>Friday, January 16, 2015 at 11:55 PM</td>
<td>2</td>
<td>Counts towards 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Activity 2: Photo Essay</td>
<td>Friday, January 16, 2015 at 11:55 PM</td>
<td>2</td>
<td>Counts towards 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Activity 3: Personal Narrative Discussion 1</td>
<td>Monday, January 19, 2015 at 11:55 PM</td>
<td>2</td>
<td>Counts towards 20%</td>
</tr>
<tr>
<td></td>
<td>Week 3</td>
<td>Chapter 39: Peer Editing, pp. 458-463</td>
<td>Activity 4: Personal Narrative Discussion 2</td>
<td>Wednesday, January 21, 2015 at 11:55 PM</td>
<td>2</td>
<td>Counts towards 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Activity 5: Set up ePortfolio Presentation Template</td>
<td>Friday, January 23, 2015 at 11:55 PM</td>
<td>1</td>
<td>Counts towards 20%</td>
</tr>
<tr>
<td></td>
<td>Week 4</td>
<td>Chapter 38: Revising Your Work, pp. 452-457</td>
<td>Activity 7a: Submit Draft for Peer Review to eP (this includes enabling)</td>
<td>Monday, January 26, 2015 at 11:55 PM</td>
<td>6</td>
<td>Counts towards 20%</td>
</tr>
</tbody>
</table>
### Winter 2015

**ENGL 109 Online**

**University of Waterloo**

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#### Unit 2: Evaluation

**Week 5**

- **Chapter 4: Evaluations**, pp. 106-137

- **Activity 1:** Workshop Your Paper Topic Idea  
  **Friday, February 6, 2015 at 11:55 PM**  
  Counts towards 20%

- **Activity 2:** Quotation  
  **Friday, February 13, 2015 at 11:55 PM**  
  Counts towards 20%

- **Activity 3:** Evaluation Discussion 1  
  **Friday, February 13, 2015 at 11:55 PM**  
  Counts towards 20%

- **Unit 2: Evaluation - Chapter and Assignment Review Quiz** (must attain 100% on quiz to unlock the rest of the unit activities)
  **Friday, January 30, 2015 at 11:55 PM**
  Counts towards 20%

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**Week 6**

- **Activity 4:** Evaluation Discussion 2  
  **Friday, February 27, 2015 at 11:55 PM**  
  Counts towards 20%

- **Chapter 38: Revising Your Work**, pp. 452-457; Chapter 35, 36;

- **Activity 6a:** Submit Draft for Peer Review to eP (this Wednesday, February 25, 2015 at 11:55 PM)  
  Counts towards 20%

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**READING WEEK (Sunday, February 15, 2015 to Saturday, February 21, 2015)**

**Week 7**

- **Chapter 39: Peer Editing**, pp. 458-463

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**University of Waterloo**

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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Activity 2: Summary, Paraphrase, and Quotation</td>
<td>Monday, March 9, 2015 at 11:55 PM</td>
<td>2.5%</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Unit 3: Proposal - Chapter and Assignment Review Quiz (must attain 100% on quiz to unlock the rest of the unit activities)</td>
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<tr>
<td></td>
<td></td>
<td>Activity 3: Smart Research</td>
<td>Friday, March 13, 2015 at 11:55 PM</td>
<td>2.5%</td>
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<tr>
<td></td>
<td>Week 9</td>
<td>Re-read Chapter 45: Summarizing Sources; Chapter 46: Paraphrasing Sources; Chapter 47: Integrating Sources into Your Work; Chapter 48: Documenting Sources;</td>
<td>Activity 5a: Submit Draft for Peer Review to eP (this includes enabling your sharing group to add comments to your draft)</td>
<td>Wednesday, March 18, 2015 at 11:55 PM</td>
<td>6</td>
<td>Counts towards 20%</td>
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<td></td>
<td></td>
<td></td>
<td>Before Monday, March 2, 2015</td>
<td>Ungraded</td>
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</tbody>
</table>

Activity 6b: Review Your Peer Groups' Evaluations and record the names of the students whose work you’ve reviewed in the Unit 2 Peer Review Quiz

Activity 7: Revise Evaluation Essay

Week 9:

Activity 3: Smart Research

Friday, March 13, 2015 at 11:55 PM

Activity 5a: Submit Draft for Peer Review to eP (this includes enabling your sharing group to add comments to your draft)

Wednesday, March 18, 2015 at 11:55 PM

10%

Activity 8: Evaluation Academic Honesty Quiz (to unlock dropbox)

Monday, March 2, 2015 at 11:55 PM

Ungraded

Submit "Final-for-Now" Evaluation Assignment and complete Evaluation Reflection

Monday, March 2, 2015 at 11:55 PM

Ungraded

Activity 6b: Review Your Peer Groups’ Evaluations and record the names of the students whose work you've reviewed in the Unit 2 Peer Review Quiz

Includes enabling your sharing group to add comments to your draft

Friday, February 27, 2015 at 11:55 PM

3

Counts towards 20%

Activity 7: Revise Evaluation Essay

Before Monday, March 2, 2015

Ungraded

Activity 8: Evaluation Academic Honesty Quiz (to unlock dropbox)

Monday, March 2, 2015 at 11:55 PM

Ungraded

Submit "Final-for-Now" Evaluation Assignment and complete Evaluation Reflection

Monday, March 2, 2015 at 11:55 PM

10%

Activity 6b: Review Your Peer Groups’ Evaluations and record the names of the students whose work you've reviewed in the Unit 2 Peer Review Quiz

Includes enabling your sharing group to add comments to your draft

Friday, February 27, 2015 at 11:55 PM

3

Counts towards 20%

Activity 7: Revise Evaluation Essay

Before Monday, March 2, 2015

Ungraded

Activity 8: Evaluation Academic Honesty Quiz (to unlock dropbox)

Monday, March 2, 2015 at 11:55 PM

Ungraded

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Monday, March 2, 2015 at 11:55 PM

10%

Activity 6b: Review Your Peer Groups’ Evaluations and record the names of the students whose work you've reviewed in the Unit 2 Peer Review Quiz

Includes enabling your sharing group to add comments to your draft

Friday, February 27, 2015 at 11:55 PM

3

Counts towards 20%

Activity 7: Revise Evaluation Essay

Before Monday, March 2, 2015

Ungraded

Activity 8: Evaluation Academic Honesty Quiz (to unlock dropbox)

Monday, March 2, 2015 at 11:55 PM

Ungraded

Submit "Final-for-Now" Evaluation Assignment and complete Evaluation Reflection

Monday, March 2, 2015 at 11:55 PM

10%
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity 1: Common Errors Discussion</th>
<th>Monday, March 30, 2015 at 11:55 PM</th>
<th>2</th>
<th>Counts towards 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final Portfolio</td>
<td>Thursday, April 9, 2015 at 11:55 PM</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Final Exam</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

**Final Examination Arrangement and Schedule**

In courses with a final exam, students who are **exclusively** taking online classes must provide examination arrangement information, using Quest, by **Friday, January 23, 2015**. (Students taking one or more on-campus classes in addition to an online class within the same term do not need to provide exam centre information. Those exams will automatically be scheduled to be written at the University of Waterloo.)

Examination schedule details will be available on Quest approximately four weeks prior to the exam date. For instructions on how to find exam information, go to the Quest Help page.
Official Grades and Course Access

Official Grades and Academic Standings are available through Quest.

Your access to this course will continue for the duration of the current term. You will not have access to this course once the next term begins.
Your instructor will make announcements as needed. Please check the News section of the Course Home page regularly.

To ensure you are viewing the complete list of news items, you may need to click Show All News Items.

A General Discussion topic* has also been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic.

<table>
<thead>
<tr>
<th>Who and Why</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor and TA</td>
<td></td>
</tr>
<tr>
<td>Course-related questions (e.g., course content, deadlines, assignments, etc.)</td>
<td>Post your course-related questions to the Ask the Instructor discussion topic*. This allows other students to benefit from your question as well.</td>
</tr>
<tr>
<td>Questions of a personal nature</td>
<td>Questions of a personal nature can be directed to your instructor or your TA.</td>
</tr>
<tr>
<td>Instructor: Danielle Deveau</td>
<td>Instructor: Danielle Deveau</td>
</tr>
<tr>
<td><a href="mailto:d2deveau@uwaterloo.ca">d2deveau@uwaterloo.ca</a></td>
<td><a href="mailto:d2deveau@uwaterloo.ca">d2deveau@uwaterloo.ca</a></td>
</tr>
<tr>
<td>Please include your TA Group number in the subject line of the email.</td>
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</tr>
<tr>
<td>Your instructor checks email frequently and you should expect an answer to your questions within 24 hours, Monday to Friday.</td>
<td>Your instructor checks email frequently and you should expect an answer to your questions within 24 hours, Monday to Friday.</td>
</tr>
<tr>
<td>You may also contact your TA (see the TA list below) using the &quot;Ask the TA&quot; discussion topic to ask specific questions about course content (including your activities and assignments). TAs will use this discussion to communicate with their TA Groups. Your TA drops in at the discussion daily (Monday to Friday) and posts responses to student questions as necessary. For issues of a personal nature, please use LEARN Email.</td>
<td>You may also contact your TA (see the TA list below) using the &quot;Ask the TA&quot; discussion topic to ask specific questions about course content (including your activities and assignments). TAs will use this discussion to communicate with their TA Groups. Your TA drops in at the discussion daily (Monday to Friday) and posts responses to student questions as necessary. For issues of a personal nature, please use LEARN Email.</td>
</tr>
<tr>
<td>LEARN emails will be delivered to @uwaterloo addresses, so if you send a LEARN email, you will need to check your @uwaterloo account for a reply.</td>
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</tr>
<tr>
<td>For instructions on using LEARN Email, please review How to Email Your TA.</td>
<td>For instructions on using LEARN Email, please review How to Email Your TA.</td>
</tr>
<tr>
<td>TAs for ENGL 109, W15:</td>
<td>TAs for ENGL 109, W15:</td>
</tr>
<tr>
<td>• TA Group 1: Shereena Aruldason</td>
<td>• TA Group 1: Shereena Aruldason</td>
</tr>
<tr>
<td>• TA Group 2: Carly Atkinson</td>
<td>• TA Group 2: Carly Atkinson</td>
</tr>
<tr>
<td>TA Group 3: Elizabeth Brey</td>
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<tr>
<td>TA Group 4: Celia Girgenti</td>
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<tr>
<td>TA Group 5: Jason Lajoie</td>
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<td>TA Group 6: Cayley MacArthur</td>
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<td>TA Group 7: Patricia Ofili</td>
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<tr>
<td>TA Group 8: Parteek Purba</td>
<td></td>
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<tr>
<td>TA Group 9: Matthew Schwager</td>
<td></td>
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<tr>
<td>TA Group 10: Valerie Smith</td>
<td></td>
</tr>
<tr>
<td>TA Group 11: Isaac Steele</td>
<td></td>
</tr>
<tr>
<td>TA Group 12: Masa Torbica</td>
<td></td>
</tr>
</tbody>
</table>

Your instructor checks email and the Ask the Instructor discussion topic* frequently and will make every effort to reply to your questions within 24-48 hours, Monday to Friday.

### Technical Support, Centre for Extended Learning
- Technical problems with Waterloo LEARN
  - [learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca)
  - +1 519-888-4567 ext. 35348
  
  Include your full name, WatIAM user ID, student number, and course name and number.

### Learner Support Services, Centre for Extended Learning
- General inquiries
- WatCards (Student ID Cards)
- Examination information
  - [extendedlearning@uwaterloo.ca](mailto:extendedlearning@uwaterloo.ca)
  - +1 519-888-4050
  
  Include your full name, WatIAM user ID, student number, and course name and number.

*Discussion topics can be accessed by clicking Connect and then Discussions on the course navigation bar above.*
COURSE DESCRIPTION AND OBJECTIVES

English 109 is designed to get you comfortable writing in an academic context. You will learn about different forms of academic writing, as well as the processes that great writers engage in to create their best work. You will read texts to learn more about how they were written, and thus to improve your own writing.

Because we value learning as a social activity, and thus recognize that writers and readers learn from one another, much of your work in English 109 will involve different kinds of collaboration with your peers.

We believe that this work of writing and reading rhetorically is an important process that takes place over time, and, as such, this course uses portfolio evaluation as the primary means to assess your work. You will get to revise all of your writing many times.

COURSE OBJECTIVES

The objectives of English 109 are to

- help you develop your abilities as a writer and reader of texts;
- help you to think critically and communicate effectively;
- learn and practice a variety of strategies for inventing, drafting, and editing texts written in
different genres and for different audiences;
- help you learn to read rhetorically;
- learn ways to adapt your writing to different situations, so that you can more effectively and more powerfully communicate; and
- prepare you to succeed throughout your academic career, regardless of your discipline.

This online course was developed by Dr. Jay Dolmage, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.
 ABOUT THE COURSE AUTHOR - JAY DOLMAGE

EDUCATIONAL BACKGROUND

I studied English Literature and Creative Writing at the University of British Columbia. I then completed an MA in Creative Writing and English Literature at the University of Windsor, and fell in love with teaching writing. I have always been involved in disability rights issues and advocacy, and during work towards a Ph.D. at Miami University of Ohio, I discovered that I could bring my interest in disability into the study and teaching of rhetoric and writing. My dissertation (and a subsequent book project) focuses on the rhetorical history of disability, and the development of bodily rhetorics. For four very enjoyable years, between 2006 and 2010, I taught at West Virginia University, where I also coordinated a large first-year writing program. In the summer of 2010, I returned to Canada, excited to begin the next stage of my career at the University of Waterloo.

PHILOSOPHY OF TEACHING

I believe that all students have the right and the ability to learn—and that the best classes bring together the most diverse groups of students in ways that mutually benefit all. I think Universities should be places where we work together to improve our entire society, and not just special or elite places for the select few. I also believe that teaching writing teaches important intellectual habits and can be a form of civic engagement, in addition to the academic and job-related skills students can gain. I feel that, as a teacher, I always need to be open to learning, too.

INTERESTS

I like to run, swim in lakes, read and write fiction, and build things.

FAMILY/CHILDREN/TRAVEL

I have two wonderful and hilarious kids, Vernon and Francine, and a dog named Tito. My partner Heather is a social worker in the KW area. As a family we like to travel across real and imaginary worlds.
MATERIALS AND RESOURCES

TEXTBOOKS

Required:


For textbook ordering information, please contact the Waterloo Bookstore.

For your convenience, you can compile a list of required and optional course materials through BookLook using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519 888 4673 or toll-free at +1 866 330 7933. Please be aware that textbook orders CANNOT be taken over the phone.

RESOURCES

- University of Waterloo Library (Services for Students Taking Online Courses)
1. Unit Assignments
   - Unit 1 Assignment: 10%
   - Unit 2 Assignment: 10%
   - Unit 3 Assignment: 15%

2. Final Portfolio (2 best essays out of 3): 30%
3. Unit Activities (completion grades): 20%
4. Unit 3 Summary Paraphrase and Quotation Activity: 2.5%
5. Unit 3 Smart Research Activity: 2.5%
6. Final Exam (timed writing): 10%
   - Note: Students must pass the final exam to pass the course.

ASSESSMENT OVERVIEW

In every unit, there will be a series of small activities and short writing assignments. If this work is completed satisfactorily, you will receive full points. Doing this work also prepares you to do well on your major essays.

You will write three major essays in this class, and this will represent the bulk of your course work. Each essay will be 4-5 pages long, and each will represent a key genre of academic writing. You will receive a "final-for-now" grade on these three major essays when they are handed in.

You will then choose your two best major essays to revise again and you will create a final ePortfolio (eP) presentation. You will submit this presentation at the end of the semester for a final portfolio grade. The final portfolio will also include other evidence of your learning, including reflective writing,
rough work, and other earlier drafts of the two chosen essays.

There will be an exam for the class that is designed to help you learn how to successfully plan, organize, and complete timed writing assignments.

Success in this class depends on meeting all of the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, and to take risks.
COURSE AND DEPARTMENT POLICIES

STANDARD OF WORK

This is a university-level course, and you are expected to be comfortable with the mechanics of writing; that is, to understand and use proper grammar, syntax, and punctuation in order to communicate effectively. The course textbook, *How To Write Anything: A Guide and Reference with Readings, Second Edition* offers guidelines and activities to help you with these mechanics. If you need extra assistance with the basics of writing, it is your responsibility to seek help.

RIGHTS AND RESPONSIBILITIES AGREEMENT

Every member of this course—instructors as well as students—has rights and responsibilities to ensure a pleasant and productive experience for all. We are all answerable to University policies governing ethical behaviour (Policy 33) and academic integrity (Policy 71), as well as to those outlining grievance or dispute procedures (Policy 70).

LATE WORK

Late papers (major assignments) will be penalized 2% (applied to your final-for-now grade) per day late. All major papers must be completed—you will fail the class if any of the major papers is not completed and submitted, however late. You must also complete all other shorter assignments on time. Check the Course Schedule for all due dates. Remember that many short assignments will not be available to complete or submit if you miss a due date. It is very important that you also provide feedback to your peers in a timely manner. Late peer-review notes will miss out on a significant completion grade, and a pattern of late or insufficient peer-review may result in other penalties.

COURSE CONCERNS

If you are experiencing problems with the course or with the marking, you should first discuss your difficulties with your TA via email. If your problem persists, then you should contact the course instructor via email.

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

ONLINE ETIQUETTE

We want the class environment to be a positive one for everyone. Together we will create an online space that promotes mutual respect, positive discussions, the free exchange of ideas, and the productive use of time.

FINAL EXAM

Students must pass the final exam to pass the course.
UNIVERSITY POLICIES

SUBMISSION TIMES

Please be aware that the University of Waterloo is located in the Eastern Time Zone (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the Ontario, Canada Time Converter.

ACCOMMODATION DUE TO ILLNESS

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:

Missed Assignments/Tests/Quizzes

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a Verification of Illness Form. Email a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the Accommodation due to illness page.

Missed Final Examinations

If you are unable to write a final examination due to illness, seek medical treatment and provide confirmation of illness to the Centre for Extended Learning within 48 hours by emailing a scanned copy of the completed University of Waterloo Verification of Illness Form to support your request for accommodation. In your email, provide your name, student ID number, and the examination(s) missed. You will be REQUIRED to hand in the original completed form at the time you write the make-up examination, which should be within a week of having missed your exam. The original completed form must be received before you are able to write a re-scheduled exam.

Further information about Accommodation Due to Illness regulations is available in the Undergraduate Calendar.

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. If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible. Undergraduate students should see the Academic Integrity Tutorial and graduate students should see the Graduate Students and Academic Integrity website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which
style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#).

### 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. 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](#).

### 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.

### FINAL GRADES

In accordance with [Policy 19 - Access To and Release of Student Information](#), the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

### ACCESSABILITY SERVICES

AccessAbility Services, located in Needles Hall, Room 1132, 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 accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

### ACCESSIBILITY STATEMENT

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act (AODA)](#) are guided by University of Waterloo AccessAbility Services Policy and the [World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) 2.0](#). The majority of our online courses are currently
delivered via the Desire2Learn Learning Environment. Learn more about Desire2Learn’s Accessibility Standards Compliance.

USE OF COMPUTING AND NETWORK RESOURCES

Please see the Guidelines on Use of Waterloo Computing and Network Resources.

COPYRIGHT INFORMATION

UWaterloo’s Web Pages

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If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or by email.