Instructor and T.A. Information
Instructor: Dr. Stacy Denton
Office: HH 153
Office Phone: 519-888-4567 x39532
Office Hours: Most Tuesdays and Thursdays, 12-12:50 pm and by appointment
Email: sdenton@uwaterloo.ca
(Email is the best way to reach me; will receive a response within 24 hours)

Course Description (ENGL 109 Catalogue Description)
The course will explore a variety of issues in academic writing such as style, argument, and the presentation of information. 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.

Course Description (specific to our section)
A central component of the work that we do in this course will focus on honing your ability to contribute to a larger scholarly “conversation” surrounding different topics in different contexts. Towards this end, we will analyze and engage with various kinds of texts – both written and visual – as individuals and as collaborators, in both verbal and written forms. As a starting point, for the first half of the semester, we will use a content-specific lens (the intersection of sports and society) through which to strengthen these modes of expression. Using a collection of case studies, we will analyze the discourse surrounding sports, especially as they intersect with larger social issues, and you will have the opportunity to bring in your own interests and perspectives to further develop this analysis. In the second half of the semester, we will diverge from this content-driven corpus as you conceptualize, research, and implement your own academic interests in a research paper that follows Humanities conventions. *Note: this research paper can be on anything that you are interested in – it can relate to “sports and society,” to your own discipline, or to anything else that you would like to explore in this academic context*
Course Goals and Learning Outcomes
From “English 109 Learning Outcomes and Teaching Guide” created by Dr. Frankie Condon, English Language and Literature Department, UWaterloo, with section specific goals.

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

A. Think critically and communicate effectively;
   • Section Specific: Over the course of this semester, you will be given the opportunity to explore social issues through a variety of texts, and you will be able to analyze these issues in both verbal and written forms, both in and outside of class.

B. Learn and practice a variety of strategies for inventing, drafting, and editing texts;
   • Section Specific: Over the course of this semester, you will be given space to independently and collaboratively work through your ideas in scaffolded assignments and small participation exercises that will occur within and outside of class.

C. Learn and practice writing in a variety of academic genres;
   • Section Specific: Over the course of this semester, you will be asked to develop writing in different areas of academic writing, including personal reflection, critical analysis, and the research essay.

D. Learn to read critically;
   • Section Specific: Over the course of this semester, you will engage thoughtfully with different kinds of readings and viewings, including general reader and academic texts, as well as independently explore texts related to your relevant academic interests.

E. Learn to write persuasively by effectively employing elements of formal argumentation;
   • Section Specific: Over the course of this semester, you will hone your ability to contribute to an academic “conversation” that utilizes conventions surrounding organization, research, and citation.

F. Give and receive useful feedback on writing for the purposes of revision;
   • Section Specific: Over the course of this semester, you will work in peer groups in order to strengthen your ability to provide thoughtful commentary on other’s work and to implement peer feedback into your own writing.

G. Learn and practice communicating to a variety of academic audiences.
   • Section Specific: Over the course of the semester, you will use both written and verbal forms in order to convey ideas in both informal and formal settings, recognizing the need to adjust tone and style for the purpose of each unique assignment.

Required Texts
• Library Course Reserves – E-Reserve and hard copy
• Articles, podcasts, viewings linked through LEARN
• Concussion. Directed by Peter Landesman. Columbia Pictures, 2016. (in Media Library; currently on Netflix; rent or buy on iTunes).
• Head Games: The Global Concussion Crisis. Directed by Steve James. Dogwoof, 2014. (in Media Library; can rent or buy on iTunes).

*There is no textbook per se* -- all textbook costs will be related to printing and possibly renting/streaming films. However, there is a recommended text that you can purchase individually or with other students, and that is also on reserve in the library:


Readings and Viewings Available on LEARN (see syllabus and LEARN for details)

Course Requirements and Assessment

As per the “English 109 Learning Outcomes and Teaching Guide” created by Dr. Frankie Condon, all sections of ENGL 109 will produce “15-20 pages (4500-6000 words) of revised and polished prose over the course of each term.” This requirement will be fulfilled in different kinds of writing assignments, including:

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<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Participation and Attendance</td>
<td>Variable</td>
<td>10%</td>
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<tr>
<td>Personal Reflection</td>
<td>Draft: May 23rd; Final Draft: June 1st</td>
<td>8%</td>
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<tr>
<td>Peer Review #1</td>
<td>May 23rd (completed online)</td>
<td>3%</td>
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<tr>
<td>Critical Analysis</td>
<td>Draft: June 16th; Final Draft: June 30th</td>
<td>16%</td>
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<td>Peer Review #2</td>
<td>Written Feedback: June 18th; In Class Workshop: TBD</td>
<td>8%</td>
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<td>Research Proposal and Mini-Bibliography</td>
<td>July 4th</td>
<td>5%</td>
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<tr>
<td>Elevator Pitch</td>
<td>Written: July 9th; Verbal: July 9th</td>
<td>5%</td>
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<tr>
<td>Annotated Bibliography</td>
<td>Annotated Bibliography: July 11th</td>
<td>10%</td>
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<tr>
<td>Synthesizing Sources</td>
<td>July 15th</td>
<td>2%</td>
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<tr>
<td>Research Essay</td>
<td>Draft: July 21st; Final Draft: August 8th</td>
<td>25%</td>
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<tr>
<td>Peer Review #3</td>
<td>Written Feedback: July 23rd; In Class Workshop: TBD</td>
<td>8%</td>
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Total: 100%

Participation and Attendance (10%)

Being present (either physically during class meetings or virtually via online forums and discussion boards) is a major part of this course. You will note that, throughout the semester, you will be marked for attending class as well as actively participating during and outside of class sessions. These “participation” assignments (Participation 1-5) are listed on the syllabus and whether it is based on in-class or online work. If you show up and give an honest effort towards these assignments, you will earn full credit for this portion of your grade.
In regards to attendance requirements: Participation #6 refers to your attendance at the mandatory individual meetings at the end of the semester, and Participation #7-10 refers to the portion of the grade reserved for attendance. I allow for only 2 unexcused absences during the semester. After that point, I start lowering this portion of your grade. If you show up to class but do not participate, you will automatically receive a B+ for that portion of your final grade.

To receive an A+, A, or A- for this portion of your final grade: Please look at the “Participation Rules” document on LEARN.

If you know that you will miss a class (i.e. due to sickness, family emergency, unforeseen circumstances, etc.), please get in touch with me via email as soon as you can so that you can avoid an unexcused absence. If you have a serious medical or family emergency that will require you to miss several class sessions and/or delay your coursework, it would be a great idea to get documentation that helps explain your situation. This documentation is simply a way of ensuring that you will receive no penalties from me or any other professor during a time when you need extra rest and recovery – think of it as a kind of “insurance policy” for your academic work during times of hardship.

**Personal Reflection (8%) (2 pages) (Accompanies “Peer Review Workshop #1”)**

The goal of this writing is to use personal experience as a way to shed light on the prevailing conversation surrounding a given issue. Towards this end:

Choose one of the topics that we touched upon in the first 3-4 weeks of the semester, and reflect upon your own observations/experiences as they may or may not relate to it, either as an athlete, non-athlete, spectator, consumer, or as someone who eschews athletic enterprise.

Requirements
- You need to demonstrate the larger “conversation” that surrounds this topic. Over the course of your essay, you will need to include reference to 2 assigned readings and one source discussed in class, from the powerpoint or brought up in group work and class discussion, in order to frame the issue in question.
- You can discuss your “personal experience” in any way that you like. Perhaps you want to make this an opinion-oriented piece based on your observations relating to the sports world (at any level), or maybe you want to directly draw on a personal anecdote to help shed light on the topic that you are going to discuss. *Remember: in addition to myself, some of your peers will read a (miniature) first draft, so do not feel compelled to share personal anecdotes, unless you want to do so.*
- You can structure your essay in any way that you choose. Keep in mind, though, that you are trying to connect with a reader, and so you need to consider how that is best accomplished in regard to organization and expression. Academic conventions will be required for the rest of the semester, but feel free to approach this assignment as you think fit.
- However, you will need to provide a works cited list, following MLA conventions as close as possible.

Due dates associated with this assignment
One Page Draft: May 23rd
In-Class Workshop (see details below): May 23rd
Final Draft: June 1st

Peer Review Workshop #1 (3%)
You will be given a set of instructions to provide constructive feedback on your peers’ drafts related to the “Personal Reflection” essay assignment. This workshop will be an introduction to the more formalized and in-depth peer review process that you will encounter in Peer Review Workshops #2 and #3.

Critical Analysis (16%) (4 pages) (Accompanies “Peer Review Workshop #2”)
In our unit on CTE in sports, we studied a variety of different “texts,” including journalism, scholarly articles, documentary, and narrative film. In light of this material, I want you to analyze the discourse surrounding CTE, from whatever angle you choose. The challenge of this essay is to narrow your focus to a specific element of this unit that interested you, and to do so in such a way that draws across different kinds of texts. *Remember: you can take this essay in any direction that you like, as long as you fulfill the requirements.*

Requirements:
- You must discuss two assigned readings and one assigned viewing in your essay;
- You must include one source discussed in group work or in class discussion;
- You must include one outside source, either scholarly or non-scholarly;
- You must follow academic conventions in organizing and expressing your ideas (in short: intro, thesis, body, conclusion, properly cited evidence, etc.).

Due dates associated with this assignment
First Draft: June 16th
Feedback on group drafts (see details below): June 18th
In-Class Workshop (see details below): TBD
Final Draft: June 30th

Peer Review Workshop #2 (8%)
This workshop will require a couple of steps: 1. You will need to read the drafts of your group members’ “Critical Analysis” essay. Then, you will write a “critical narrative” (approximately 500 words per essay) that helps further your peers’ writing (you will be provided with guidelines that will help you to construct such a narrative); 2. You will meet with your group members and myself to discuss the feedback that has been created for each draft; these meetings will occur on a specific date and time, and will be approximately 20 minutes long. *Because of the involved nature of this workshop, much of which takes place outside of class time, you only need to come to class on your designated date and time*
Research Proposal and Mini-Bibliography (5%) (1 page)
Your proposal is a one-page description of the topic that you would like to explore for your research project, the importance of looking further into the topic (i.e. the “so what?” that drives this project, or in other words: a kind of thesis statement), a brief overview of some pre-existing scholarship (at least two initial sources of your choosing) that will help contextualize your potential approach to the project, and an explanation of why your approach is unique to the topic at hand (i.e. what you plan to contribute to a particular “conversation”). In addition to this proposal, you must submit a mini-bibliography that consists of 3 sources (one book, one scholarly journal article and one reputable website), cited in MLA style. You may find that you draw on all three of these sources in your proposal, but it is not a requirement.

Due date associated with these assignments: July 4th

Annotated Bibliography (10% – approximately 2-3 pages)
The annotated bibliography is an extension of the mini-bibliography assignment but consists of 8 sources (including one book, two scholarly journal articles and one reputable website). For each source, you must give a brief summary of the content and your own evaluation of its importance to your paper (more in-depth details will be posted on LEARN).

Due date associated with this assignment: July 11th

Elevator Pitch (5% -- writing and presentation components)
This short assignment will help you practice succinct explanations of your research. And, although you will still be working towards your final paper, this assignment will help you highlight where you are with your ideas in the midst of the research process. There are two components to this assignment: 1. A 250-word written description of the topic that you are exploring, why you think it is important to explore, and a selection of research that you have found helpful so far; 2. A 60-second verbal “elevator pitch,” delivered to the class, that follows these same requirements. Remember that, although both of these assignments draw on the same material, the context in which they will be delivered is different and will impact the ways in which you convey your research project to your respective audiences (i.e. a reader vs. a listener).

Due dates associated with this assignment
Written Elevator Pitch: July 9th
Verbal Elevator Pitch: July 9th

Synthesizing Sources (2%) (2 pages)
Using at least three sources gathered from your research, construct a two page draft of any part of your research paper and provide a brief outline of how you think you will organize your Research Essay as a whole. You can start from the beginning (i.e. starting with your introduction), or you can decide to write up a particular sub-section of your research paper. This draft and outline are a lead in for your individual
meeting with me.

Due dates associated with this assignment
Synthesizing Sources writing: July 15th
Individual Meetings (counted as “Participation #6”): TBD

**Research Essay (25%) (6-8 pages) (Accompanies “Peer Review Workshop #3”)**

Your final paper must be 6-8 pages, not counting your abstract and bibliography, on any topic of your choice (it does not need to relate to “sports and society,” although you are more than welcome to explore something from this unit for this paper. I will be looking for essay structure, how well you present and substantiate your argument, and proper referencing within the body of the essay. In addition to the 6-8 page paper, you must also hand in your correctly cited bibliography (not annotated).

Due dates associated with this assignment
First Draft: July 21st
Feedback on group drafts (see details below): July 23rd
In-Class Workshop (see details below): TBD
Final Draft: August 8th

**Peer Review Workshop #3 (8%)**

This workshop will require a couple of steps: 1. You will need to read the drafts of your group members’ “Research Essay” that will be developed over the course of the second half of the semester. Then, you will write a “critical narrative” (approximately 500 words per essay) that helps further your peers’ writing (you will be provided with guidelines that will help you to construct such a narrative); 2. You will meet with your group members and myself to discuss the feedback that has been created for each draft; these meetings will occur on a specific date and time, and will be approximately 20 minutes long.

*Because of the involved nature of this workshop, much of which takes place outside of class time, you only need to come to class on your designated date and time*

**Course Outline**

*The instructor reserves the right to alter the course schedule as she sees fit*

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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| 1    | May 7th and May 9th | Introduction; Sport and Society: Protest in Sport | May 7th:  
In Class: Introduction; syllabus  
Recommended Readings: “Academic Goals and Expectations”; “Defining Genres and Purpose,” How to Write...  
May 9th:  
Readings: |
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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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| 2    | May 14th and May 16th | Sports and Society: Race; Sports and Society: Gender | May 14th:  
Readings:  
May 16th:  
“Reading” (podcast, through minute 39ish):  
Writing:  
Participation #2: Find and post to LEARN an example that backs up or refutes one point discussed in the podcast. Include a URL to your source and a 3-4 sentence explanation for why you chose it. |
| 3    | May 21st and May 23rd *No in-person class – all activities will be moved online – see LEARN for details!!!!* | Sports and Society: Gender; Essay #1: Personal Reflection | May 21st:  
Readings:  
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<th>Topic</th>
<th>Readings Due</th>
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<tr>
<td>4</td>
<td>May 23rd:</td>
<td>Writing: 1 page draft towards “Personal Reflection” essay</td>
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<td>Online: Peer Review</td>
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<td>Recommended Reading: “Essays,” How to Write...</td>
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| 4    | May 28th and May 30th | Sports and Society: Discourse Surrounding CTE | May 28th:  
Readings:  
In Class: Participation #3  
May 30th:  
Readings:  
In Class: Participation #4  
Writing, due June 1st: “Personal Reflection” essay |
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<th>Week</th>
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<th>Topic</th>
<th>Readings Due</th>
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<tr>
<td>6</td>
<td>June 11th and June 13th</td>
<td>Sports and Society: Discourse Surrounding CTE</td>
<td>June 11th: Viewing: Concussion. Directed by Peter Landesman. Columbia Pictures, 2016. (in Media Library; currently on Netflix; rent or buy on iTunes). In Class: Participation #5a June 13th: Writing: Complete Participation #5b before class Recommended Reading: “Claiming Topics”; “Organizing Ideas,” How to Write...</td>
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<td>7</td>
<td>June 18th and June 20th</td>
<td>Essay #2: Critical Analysis</td>
<td><strong>Due Dates for Writing/Feedback Precede these class meetings</strong> June 16th: First Draft Due June 18th: Peer Feedback Due June 18th: Peer Review Workshop June 20th: Peer Review Workshop</td>
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<td>8</td>
<td>June 25th and June 27th</td>
<td>Research Project</td>
<td>June 25th: In Class: Meet with Rebecca Hutchison, Liaison Librarian, Computer Science, Mathematics, and Physics Recommended Readings: “Gathering Materials”; “Beginning Research”; “Consulting experts”; “Finding Print and Online Sources,” How to Write...</td>
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<th>Readings Due</th>
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<td>June 27th:&lt;br&gt; In Class: Meet with Rebecca Hutchison, Liaison Librarian, Computer Science, Mathematics, and Physics&lt;br&gt;Recommended Readings: “Proposals,” How to Write...&lt;br&gt;Writing due June 30th: Critical Analysis essay</td>
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<td>9</td>
<td>July 2nd and July 4th <em>No in-person class – all activities will be moved online – see LEARN for details!!!</em>&lt;br&gt;Research Project</td>
<td>July 2nd:&lt;br&gt; 1. Online activities: Workshop/Brainstorm&lt;br&gt;Recommended Readings: “Evaluating Sources,” How to Write...&lt;br&gt;July 4th:&lt;br&gt;Writing: 1. Research Proposal 2. Mini-Bibliography&lt;br&gt;Online activities: Outlining ideas; MLA Workshop&lt;br&gt;Recommended Readings: “Annotating Sources”; “Summarizing Sources”; “MLA Documentation and Format,” How to Write...</td>
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<tr>
<td>10</td>
<td>July 9th and July 11th</td>
<td>Research Project</td>
<td>July 9th:&lt;br&gt;Writing: Elevator Pitches&lt;br&gt;In Class: Verbal Elevator Pitches&lt;br&gt;Recommended Readings: “Annotated Bibliographies,” How to Write...&lt;br&gt;July 11th:&lt;br&gt;Writing: Annotated Bibliography&lt;br&gt;In Class: Workshop&lt;br&gt;Recommended Readings: “Synthesis Papers”; “Paraphrasing Sources”; “Documenting Sources,” How to Write...&lt;br&gt;Writing due July 15th: Synthesizing Sources</td>
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<td>11</td>
<td>July 16th and July 18th</td>
<td>Research Project</td>
<td>July 16th:&lt;br&gt;No Class: Individual Meetings (counts towards Participation #6-7)</td>
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<td>Week</td>
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<td>Readings Due</td>
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<td>Writing: Work towards first draft, due by July 21st (6-8 pages)</td>
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<td>July 18th: No Class: Individual Meetings (counts towards Participation #6-7)</td>
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<td>Writing: Work towards first draft, due by July 21st (6-8 pages)</td>
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<td>12</td>
<td>July 23rd and July 25th</td>
<td>Research Project</td>
<td><strong>Due Dates for Writing/Feedback Precede these class meetings</strong></td>
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<td>First Draft: July 21st</td>
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<td>Peer Feedback Due: July 23rd</td>
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<td>July 23rd: Peer Review Workshop</td>
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<td>July 25th: Peer Review Workshop</td>
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<td>Final Draft: Due Date August 8th</td>
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**Cancellation Policy**

Although I never anticipate having to cancel an in-person meeting, you should still be aware of the procedure that will occur if I cannot make it to campus:

If I need to cancel an in-person meeting due to travel issues, sickness, or family emergency, I will notify you on the Course Announcements on LEARN (which should also generate an email, according to your settings) AND via email. However, and this is very important: if I can not make it to our regularly scheduled meeting time, I will translate that day’s activities into an online format that will require you to virtually complete small assignments. These assignments will have clear instructions and due dates, and you will be notified of them via LEARN and email. You will need to complete these assignments in order to be counted as “present” for that day’s class.

**Group Work**

In some form, group work will occur in every single class meeting and online. Although I understand that some people are quieter than others, all students are required to participate in small group settings to the best of their ability. For the most part, group work will be graded on a pass/fail basis (i.e. if you are contributing to the group, you will receive full credit).

**Assignment Submission Requirements**

All assignments must be submitted in various forms through our LEARN course management site. You will receive grades and feedback through LEARN and/or email, but the grade book is not set up for this section of ENGL 109, so you will need to independently keep track of your marks and feedback.
Late Work
A “late work” is defined as an assignment that is handed in after a deadline and is not cleared with me. There are different policies regarding late submissions based on the type of assignment that is being graded. Here is a breakdown of late submission policies and the assignments that correlate with them:

- No late submissions accepted: Participation Assignments; Peer Review Feedback; Elevator Pitch assignment.
- Rolling Grade Deductions: A 1/2 a letter grade per day that a paper is turned in after the due date. For example, if you write a “B+” paper but hand it in 2 days after the due date, you will now receive a “C+.”

*Important*: If you find that you are having a hard time meeting a deadline, please contact me ASAP so that we can discuss your situation. Speaking with me doesn’t guarantee an extension, but at the same time, I understand that things can arise that make meeting a particular deadline difficult, so please do not hesitate to get in touch. YOU DO NOT NECESSARILY NEED A NOTE from a doctor, the university, etc., but as mentioned above, if you know that you are having a serious medical and/or personal issue that will impact your academic work, it is an excellent idea to speak to the proper people and receive the necessary documentation.

Grading
One of the most stressful things about postsecondary education is receiving grades. This course is set up to encourage you to take risks with your intellectual life without wrecking your GPA. Having said that, I do not just simply hand out As, but it is also difficult to fail. For example, if you do all or most of the assignments and give an honest effort, you will receive at least a C for this course. Most likely, though, if you are giving an honest effort as well as completing all assignments, you will be doing far better than what I perceive of as a “C student” and will most likely fall in the B-range. If you are an excellent student, you will most likely receive a grade in the A-range. I will provide a generalized rubric for those students who feel more comfortable with this kind of document.

If at any point you are unhappy with your grade or have further questions about feedback, do not hesitate to email or speak with me after class so that we can set up an appointment to discuss your concerns!! I feel that I am an approachable person, and I would never hold a grudge against a student who may not be happy with their grade (or the course content for that matter).

I will give you letter grades on your assignments, and based on Waterloo’s grading system, here is a breakdown of the numerical value associated with each letter grade:

A+ 95; A 89; A- 83; B+ 78; B 75; B- 72; C+ 68; C 65; C- 62; D+ 58; D 55; D- 52; F+ 46; F 38; F- 32

Information on Plagiarism Detection
We will not use plagiarism detection technology in this course.

Electronic Device Policy
Electronic devices (laptops, phones, tablets) are encouraged in this course. Often, I will ask the class to look things up online and post your findings for the class. Also, you may find that as certain topics and
ideas arise during class discussion that you want to look something up in order to supplement what is going on within the classroom. If you will be using a cellphone for these activities, be sure to turn off the ringer on your cellphone at the start of each class. However, and this is important: you need to be respectful of this policy! If you use your devices for things unrelated to the class (and, believe it or not, it is often easy to tell when someone is distracted by their devices), you will lose points from your attendance grade. If you find that it is just too difficult to have your device in hand and not use it to check email, facebook, instagram, etc., please leave it at home or in your bag.

Exceptions: Emergencies sometimes come up which will require you to have your phone out just in case whoever needs to reach you can easily do so. In this case, just let me know that you are currently experiencing this situation and, if your phone rings, please leave the classroom to talk.

**Attendance Policy**
See “Participation and Attendance” description on LEARN for details.

**Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009**

**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/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties) for more information.

**Discipline**
A student is expected to know what constitutes academic integrity, to avoid committing academic offences, 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 professor, academic advisor, or the Undergraduate Associate Dean. 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). For typical penalties check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

**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](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 is a ground. A student who believes
he/she has a ground for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**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 AS office at the beginning of each academic term.

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

**On Campus**
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form 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 on 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

**Territorial Acknowledgement**
We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory (PDF).

**Academic freedom at the University of Waterloo**
Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom'
refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.