I would like to acknowledge that we are on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised and given to Six Nations, which includes six miles on each side of the Grand River.

Instructor Information:
Instructor: Devon Moriarty
Office: PAS 2212
Office Hours: Tuesdays and Thursdays, 10:30-11:20
Email/Skype: devon.moriarty@uwaterloo.ca

Textbook
None! All readings are on LEARN or available as links.

Summary:
English 109 is a workshop-based course intended to help you develop your abilities as a writer. I will help you to think critically and communicate effectively. You will learn and practice a variety of strategies for inventing, drafting, and editing texts written in different genres and for different audiences. Through this work, you will learn ways to adapt your writing to different situations, so that you can communicate more effectively and more powerfully.

English 109 is intended to prepare you to succeed throughout your academic career, regardless of your discipline. In addition, the skills that you develop in this class, writing and otherwise, are meant to be transferrable - meaning that they will also serve you exceptionally well in professional, and even personal contexts.

Despite the technical term, “academic communication” need not be dry, boring, and monotonous. As we progress throughout the term you’ll find that writing processes can be messy and fun, and it’s products still practical but engaging. Academic writing can use stories, anecdotes, and metaphors; the style and tone are flexible and can change depending on genre and audience; different situations require different methods of persuasion. Success in adapting your writing is a powerful and marketable skill to have.
Course Goals and Learning Outcomes

English 109 is designed to:

• To help you to think critically and communicate effectively
• To give you the chance to learn and practice a variety of strategies for inventing, drafting, and editing texts
• To give you the opportunity to learn and practice writing in a variety of academic genres
• To help you learn to read critically
• To help you learn to write persuasively by effectively employing elements of formal argumentation
• To help you give and receive useful feedback on writing for the purposes of revision
• To help you learn and practice communicating to a variety of academic audiences.

Why do these learning objectives matter for you? Because in achieving them you’ll also:

• Learn strategies to persuade teachers to give you better marks!
• You will learn how to produce shitty first drafts, experiment, and try new things.
• You will learn ancient writing structures that you are free to use, borrow, or discard.
• You will learn the persuasive strategies of ancient Greek rhetoricians and sleazy Internet marketers.
• You will learn some research strategies that work across genres and disciplines.
• You will learn to read like a writer.
• You will learn to give feedback that is helpful and critical, yet makes the writer feel awesome. Likewise, you will learn strategies to prevent untactful critical feedback ruining your day.

Major Assignments and Grade Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Length</th>
<th>Due</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Narrative</td>
<td>1,200 – 1,800 words</td>
<td>January 29</td>
<td>20%</td>
</tr>
<tr>
<td>Close Analysis Essay</td>
<td>1,200 – 1,800 words</td>
<td>February 28</td>
<td>20%</td>
</tr>
<tr>
<td>Research-Based Argument Essay</td>
<td>1,500 – 2,200 words</td>
<td>March 28</td>
<td>25%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>4 annotated sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Retrospective</td>
<td>&gt;250 words</td>
<td>April 7</td>
<td>5%</td>
</tr>
</tbody>
</table>
Major Assignments and Grade Breakdown

Your Writing Portfolio: An Overview of the Course

The term will be divided into three units. For each unit you will write a major essay, and this work will represent the bulk of your course grade. You will not receive a final grade on individual papers when you first hand them in. Instead, you will receive a “final-for-now” grade. You can then revise any of your papers to improve the writing and resubmit at the end of the term for a final grade. You will always receive extensive comments on your papers to give you a sense of what you need to revise for your final portfolio. You will be given ample opportunity to rewrite all papers.

Unit 1: Personal Narrative Essay (due January 29)

A personal narrative is a story that shows a reader something essential about you, that recounts a story that has shaped who you are, and that reveals where you stand in a community and culture as a result. Your purpose is to explore and reflect on one specific moment in your life.

In the narrative, you’ll be exploring one moment in depth. Your purpose is to use detail in telling your story, and also to analyze, explore, and reflect on how this story shapes who you are. You will use your personal story to communicate something important about you to your audience.

In January, we’ll work on this personal narrative essay. You’ll produce a rough draft and get feedback on the draft from your peers (just as you’ll give feedback to them), and then a week later you’ll hand in a revised version. It will receive a “final-for-now” grade, with instructor comments and feedback to help you with revision. At the end of the term you’ll have a chance to hand in a revised copy.

Unit 2: Close Analysis Essay (due February 28)

It is easy to have an opinion. It is easy to criticize. It is more difficult to think thoughtfully and critically to develop an interpretation, and then to support your ideas.

In writing your music video analysis essay, you will choose a music video that you can think deeply and critically about. The song will need to have been on the Top 40 charts during 2018 or 2019. Your evaluation of the music video will offer thought-out commentary and criticism. You will develop an evaluative thesis about your music video that moves beyond liking or disliking. You will then develop claims and support for your thesis about this ad.
As with your narrative, this paper should have a rather narrow focus. You want to choose the most important details to evaluate. Focus on analyzing the rhetoric of the ad.

The Close Analysis Essay will take up a good chunk of February. As before, you’ll bring in a rough draft to workshop in class, then you’ll hand it in a week or so later. It will receive a “final-for-now” grade, with instructor comments and feedback to help you with revision. At the end of the term you’ll have a chance to hand in a revised copy.

Unit 3: Annotated Bibliography & Research-Based Argument Essay (due March 28)
The Research-Based Argument Essay is pretty self-explanatory. It’s an essay that makes an argument and incorporates research to support its position. This is the pinnacle of “academic writing” where you become a participant in an academic conversation. You can choose from one of the following three approaches:

1) Research and describe an open or controversial issue in geography and environmental management, offering your own take on it. This must be something more complex than “climate change is real.”
2) Compare and evaluate two approaches or products associated with geography & environmental management (methods, tools, procedures, etc.).
3) Describe how technical geographic and environmental skills/approaches/knowledge functions within a specific applied context, and offer some insights into how geography and environmental management will lead to further progress in that context.

You will be writing for an intelligent public. That means your audience is comprised of individuals who are educated, but are not trained in geography and environmental management.

The Annotated Bibliography (which will be modelled in class) bridges us into the Research-Based Argument Essay, and these two assignments work together. You’ll bring in your sources, your annotated bibliography, drafts of your essay, and then towards the end of March you’ll hand in your argument essay with your annotated bibliography attached to it. As with the previous two essays you’ll bring rough draft to workshop in class, then you’ll hand it in a week or so later. The Research-Based Argument Essay will receive a temporary “final-for-now” grade, with comments and feedback. I’ll be turning around this assignment quickly to give you the opportunity to revise it for the final portfolio.

Revisions, Restrospective, and the Final Portfolio (due April 7)
At the end of the term you’ll hand in a short retrospective (minimum 250 words) for each essay you revised, plus any revised copies of your essays. You can think of the
short retrospective as a covering note where you articulate for each revised piece, the following:

1. What major revisions you made
2. What feedback you took into consideration (you can even remark on feedback that you didn’t use to revise and why)
3. What rhetorical purposes you considered as part of your revision
4. What you’re hoping to accomplish with the revision
5. What you learned about yourself as a writer during the entire revision process

The short retrospective will not be graded, but is mandatory for each revised piece. The revised essay won’t be accepted if it is missing.

If you opt not to revise any of your essays, your short retrospective will need to be a minimum of 500 words. It will reflect on what you’ve learned about academic writing this term, and relatedly, what you’ve learned about yourself as a writer.

For the end-of-term revisions, the new grade replaces the old grade. This course is designed to enable you to take writing risks, so if a revised essay is somehow worse, your grade will not go down. This means there is absolutely nothing to lose by experimenting with your revisions. Also take heed that my feedback on the final-for-now essays will provide suggestions for revisions, but you’re the writer, so all editing decisions are up to you.

**Participation and Workshopping**

**Mini Homework Assignments (15%)**
The best thing about this course is that you can earn an easy 15%. Five times throughout the term you’ll have a mini homework assignment to submit on LEARN. Each is worth 3 percentage points.

Earning A on the assignment will be a breeze. All you need to do is follow the assignment guidelines and hand it in on time.

These assignments are designed to warm up your writing muscles and/or help you in preparation for your writing assignments.

**Rough Drafts and Constructive Peer Feedback (15%)**
Three times during the term you’ll need to upload a rough draft of the major assignment you’re working on to LEARN. In some instances you’ll also need to print off copies of that rough draft to bring into class. You’ll earn marks for submitting a complete draft, as well as how helpful you are during the peer feedback sessions.

To clarify, a “complete draft” doesn’t mean polished. Uploading a 1,500 word dumpster fire of intellectual garbage will earn you perfect marks. By contrast, uploading a document with only 700 words—even if they’re a really polished 700 words—will cause you to lose marks. This is one of the few cases where it’s quantity over quality. As we’ll learn, this is because there is value to getting to the end of the draft, especially in terms of getting an idea of your overall structure and what you really want to say.
Marks earned in this category are a package deal. That is, it's not enough to simply submit the draft, you must also show up and participate in the peer review, and vice versa.

**Attendance (~0%)**

You're an adult who can make your own decisions including whether or not to show up to class. What I will say, is that in not attending class you are not only doing a disservice to yourself, but to your classmates as well. A thriving classroom environment is dependent on everyone showing up and playing the game. Moreover, marks in all other categories will be affected by missing classes. Of course, everyone is fulfilling a role other than “student” and those roles sometimes take priority; but if absences are so frequent that they are affecting your progress in this course and/or others, please consider arranging a time to discuss with your departmental Undergraduate Studies Advisor.
# Class Schedule

## Unit 1: Personal Narrative

<table>
<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td><strong>Tuesday, January 8</strong></td>
<td><strong>Thursday, January 10</strong></td>
</tr>
<tr>
<td><strong>Welcome &amp; Course Introduction</strong></td>
<td>Discuss Lamont and King. Learn about your narrative assignment and “narratives” more generally.</td>
</tr>
<tr>
<td>Introduce ourselves! Go over the syllabus and our expectations.</td>
<td><em>For next class:</em></td>
</tr>
<tr>
<td>• Read Lamott, “Shitty First Drafts”</td>
<td>• Read Ruskiewicz &amp; Dolmage, “Narrative” chapter excerpt</td>
</tr>
<tr>
<td>• Read King, <em>On Writing</em> excerpt</td>
<td>• Read Nye, “Mint Snowball”</td>
</tr>
<tr>
<td><em>Complete Mini Homework Assignment 1 (“Introduce Yourself”) before next class.</em></td>
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<tr>
<th>Week 2</th>
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<tr>
<td><strong>Tuesday, January 15</strong></td>
<td><strong>Thursday, January 17</strong></td>
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<tr>
<td>Discuss narrative form and how Nye's “Min Snowball” conforms to the genre as described by Ruskiewicz &amp; Dolmage</td>
<td>Discuss how Visconti’s narrative evolved in the two versions. Shitty writing workshop.</td>
</tr>
<tr>
<td><em>For next class:</em></td>
<td><em>For next class:</em></td>
</tr>
<tr>
<td>• Read Christina Visconti’s final-for-now and final narrative versions</td>
<td>• Read Sommers, “Responding to Student Writing”</td>
</tr>
<tr>
<td>• Bring a device in which you can access photos that you’re in/have taken</td>
<td>• Put your Narrative Essay Rough Draft in the LEARN Dropbox before class on Tuesday, and come to class with three hard copies</td>
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<tr>
<th>Week 3</th>
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<tbody>
<tr>
<td><strong>Tuesday, January 22</strong></td>
<td><strong>Thursday, January 24</strong></td>
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<tr>
<td><strong>Peer Review Workshop – Narrative Essay</strong></td>
<td>Discuss Oswalt and how this piece contrasts with previous narrative examples. Find out what to do with that feedback you received.</td>
</tr>
<tr>
<td><em>Bring three hard copies to class &amp; make sure a copy has been submitted to the LEARN dropbox</em></td>
<td><em>For next class:</em></td>
</tr>
<tr>
<td><em>For next class:</em></td>
<td>• Read Lunsford et al chapter, “Everything Is an Argument”</td>
</tr>
<tr>
<td>• Read Oswalt, <em>Zombie, Spaceship, Wasteland</em> excerpt</td>
<td>• Complete &amp; submit your final-for-now narrative essay by Tuesday, January 29 at 11:50pm</td>
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<tr>
<th>Week 4</th>
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<tbody>
<tr>
<td><strong>Tuesday, January 29</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Narrative Essay – final-for-now due today</strong></td>
<td>October 29</td>
</tr>
<tr>
<td><em>Submit final-for-now version in dropbox</em></td>
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</table>
Transition to close analysis by discussing Lunsford et al. Is everything really an argument?

For next class:
- Read Ruskiewicz & Dolmage chapter, “Rhetorical Analyses”

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**Unit 2: Close Analysis**

**Week 4 (cont’d)**

<table>
<thead>
<tr>
<th>Thursday, January 31</th>
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<tr>
<td>Discuss Ruskiewicz &amp; Dolmage. Experiment with rhetorical analysis of content in subreddits.</td>
</tr>
</tbody>
</table>

For Next Class:
- Watch *This Is America*
- Read Rao, “*This Is America*: Breaking down Childish Gambino’s powerful new music video”

*Complete Mini Homework Assignment 2 (“Close Analysis Artifact”) before next class.*

| Be Aware of Mini Homework Assignment 3 |

**Week 5**

<table>
<thead>
<tr>
<th>Tuesday, February 5</th>
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<tr>
<td>Discuss <em>This Is America</em> and the analysis by Rao. Where’s the Rhetoric?</td>
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</table>

For next class:
- Review the following two handouts from the WCC:
  - Writing Thesis Statements
  - Body Paragraphs

<table>
<thead>
<tr>
<th>Thursday, February 7</th>
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<tbody>
<tr>
<td>Workshop essay outlines.</td>
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</table>

For next class:
- Watch: *Axe Commercial: Flirty Girl (2012)*
- Read Aleman, “The Axe Effect”

**Week 6**

<table>
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<tr>
<th>Tuesday, February 12</th>
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<tr>
<td>Discuss Axe Commercial and analysis essay.</td>
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For next class:
- Read Johnson-Sheehan et al, “Revising and Editing”
- Put your Close Analysis Essay Rough Draft in the appropriate folder in OneDrive

<table>
<thead>
<tr>
<th>Thursday, February 14</th>
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</table>
| **Peer Review Workshop – Close Analysis Essay**  
Make sure your Close Analysis Essay Rough Draft has been uploaded to the appropriate folder in OneDrive |

For next class:
- Enjoy the midterm break

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**Week 7 - Mid-Term Study Break – February 18-22**
## Week 8

**Tuesday, February 26**
Write-In Session. Welcome to the Pomodoro Technique!

**For next class:**
- Read Murray and Moore, “Defining and understanding academic writing”
- Check out the MLA 8 reference sheet
- Complete & submit your final-for-now narrative essay due Thursday, February 28 at 11:50pm

*Complete Mini Homework Assignment 3 (“Workshop Review”) before next class.

**Thursday, February 28**

**Close Analysis Essay – final-for-now due today**
Submit final-for-now version in dropbox

Discuss the paradoxes of academic writing. Discuss the expectations for the research essay.

**For Next Class:**
- Read Woodworth, The Rhetorical Précis (only pp. 156-158)
- Review WCC’s Annotated Bibliography handout

## Unit 3: Research Based Arguments

### Week 9

**Tuesday, March 5**
Researching, analyzing and summarizing sources effectively for an annotated bibliography.

**For Writing Conferences:**
- Skim Reinking et al, “Strategies for Writing a Research-Based Paper” chapter excerpt
- Read Lemanski, “Bottled Troubled Water”
- Have an idea and direction for your research paper

**Thursday, March 7**
No class – 15 minute Writing Conferences
Check the sign-up page.

*Complete Mini Homework Assignment 4 (“Finding Sources” by Friday, March 8 at 11:50pm).

### Week 10

**Tuesday, March 12**
Workshop on synthesizing research & writing an essay. You’ve got the sources and evidence, now we’ll learn how to incorporate it into your essay.

**For next class:**
- Complete and submit your annotated bibliography by Thursday, March 14 at 11:50pm
- As you continue to draft, review Reinking et al, “Strategies for Writing a Research-Based Paper,” paying keen attention to pp. 337-341

**Thursday, March 14**
Guest Lecture by Lillian Black.

**Annotated Bibliography due today**
Submit to dropbox

**For next class:**
- Continue drafting essay

*Complete Mini Homework Assignment 5 (“Response to Black” by next class).

### Week 11

**Tuesday, March 19**
Rubric building workshop. Together we’ll construct a rubric that will be used to assess your peers work during peer review. I’ll also be using this rubric to guide my grading of your final-for-now argument essays.

**For next class:**

**Thursday, March 21**

**Peer Review Workshop – Research-Based Argument Essay**
Make sure your Close Analysis Essay Rough Draft has been uploaded to the appropriate folder in OneDrive

**For next class:**
- Submit your Research-Based Argument Essay Rough Draft to the appropriate online location (the class will decide whether they preferred doing the review process with hard copies or through OneDrive)

*Complete Mini Homework Assignment 5 ("Response to Black" by next class).

- Read Murray, "Teach the Motivating Force of Revision"

### Week 12

<table>
<thead>
<tr>
<th>Tuesday, March 26</th>
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<tbody>
<tr>
<td>Discuss Murray and the challenges and success we’re encountering during the revision process.</td>
</tr>
</tbody>
</table>

**For next class:**
- Complete & submit your final-for-now research-based argument essay due Thursday, March 28 at 11:50pm

<table>
<thead>
<tr>
<th>Thursday, March 28</th>
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</thead>
<tbody>
<tr>
<td>Discuss final portfolio. Do a pomodoro or two.</td>
</tr>
</tbody>
</table>

**Research-Based Argument Essay due today**

*Submit final-for-now version in dropbox*

### Week 13

<table>
<thead>
<tr>
<th>Tuesday, April 2</th>
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<tbody>
<tr>
<td>No class. Devon to have returned Research Essays by this morning and will be holding extended office hours (10:30am-1pm).</td>
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</table>

<table>
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<tr>
<th>Thursday, April 4</th>
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<tbody>
<tr>
<td><strong>Wrap Up and Celebration</strong></td>
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<tr>
<td>Reflect on the term and you give me feedback.</td>
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</tbody>
</table>

**Final Portfolio (short retrospective + any revised work) due Sunday, April 7 at 11:50pm**

*Submit each document to the appropriate dropbox, as discussed in class.*

### Course Policies

#### Communication
You can communicate with me in a number of ways:

1. **In-person.** You’re welcome to catch me after class or visit me in-person during my office hours.
2. **Email.** I’ll respond to your e-mail inquiry within 24 business hours. Check out this article to learn the important art of crafting appropriate e-mails: [How to Email Your Professor (without being annoying AF)](#). Please use your uwaterloo e-mail.
3. **IM in LEARN.** Go to Learn → ENGL 109 → Select envelope icon in header → Instant Messages → Classlist. If it says I’m online, feel free to send me a quick message.
4. **Skype.** For inquiries that require more than a couple sentences in an e-mail or IM, you’re welcome to arrange a Skype meeting with me if you can’t make it to my office hours. Please use the Skype for Business provided to you by UW.
Grades
In accordance with University of Waterloo policy, your final grades will be assigned as a numeric value according to the following scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>80 - 100 [A+ above 94.5; A- below 83.5]</td>
<td>A</td>
</tr>
<tr>
<td>70 - 79 [B+ above 77.5; B- below 72.5]</td>
<td>B</td>
</tr>
<tr>
<td>60 - 69 [C+ above 67.5; C- below 62.5]</td>
<td>C</td>
</tr>
<tr>
<td>50 - 59 [D+ above 57.5; D- below 52.5]</td>
<td>D</td>
</tr>
<tr>
<td>30 - 49 [F+ above 45.5; F- below 32.5]</td>
<td>F</td>
</tr>
</tbody>
</table>

Late Penalties for the Major Assignments
Late work will be penalized 3% per day, including weekends. Essays that are submitted more than one week late will not be accepted. Exceptions will only be made for illness or emergencies, provided proper documentation is submitted to the course instructor. This policy is firm not only because organization and productivity are a part of both the course and writing, but because progress in the course is scaffolded and is therefore dependent on prior work. Yes, this late penalty applies to the “final-for-now” due dates for the assignments.

All major assignments must be submitted to the appropriate LEARN dropbox by 11:50pm the date they are due. Most non-major assignments are due at the beginning of the class on the date that they are due, unless otherwise noted in the course schedule.

Office 365
A necessary component of this course will be using the software made available to you by the University of Waterloo. Visit UW’s Office 365 website to activate your account. I recommend that you download the Outlook, Skype, Teams, and Word applications for use in this course.

Standard of Work
This is a University-level course, and you are expected to be comfortable with the mechanics of writing. This means you should be able to understand and use proper grammar, syntax, and punctuation in order to communicate effectively. If you need extra assistance with the basics of writing, it is your responsibility to come to office hours, make an appointment with me, or visit the Writing and Communication Centre.

Submission Guidelines
All submissions must follow MLA 8 formatting and citation guidelines. The style guide is easily available online, and a reference sheet is found in the course readings on LEARN. Assignments will only be accepted as .doc or .docx files. Other file formats make it difficult for me to mark-up documents and provide feedback.
**Student Resources**

**Accommodations**
All students who have a permanent disability as well as those with temporary disabilities have the right to what UW calls AccessAbility Services. To register for these services, you must provide documentation from a qualified professional to verify your disability. Please contact them at 519-888-4567 ext. 35082 or drop into Needles Hall 1132 to book an appointment to meet with an advisor to discuss their services and supports.

Your success in this class is important to me. If you can’t or don’t want to go through AccessAbility Services to receive formal accommodations, but there are circumstances that may affect your performance in this class, please let me know as soon as possible. We can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

**Mental Health**
Human beings need support systems. I, along with the rest of the faculty and staff in Arts encourage you to seek out mental health support when needed. There are a number of on-campus services and resources, as well as off-campus options. The Faculty of Arts has compiled a useful website that details resources that are available to you: https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it.

**Student Success Office**
The Student Success Office provides academic and personal development services, resources for international students, as well as study abroad and exchange support. They aim to create a vibrant student experience and help students achieve personal and professional goals. Visit the Student Success Office, drop by their office on the second floor of South Campus Hall or reach them by phone at 519-888-4567 x84410 for more information.

**Writing and Communication Centre**
The Writing and Communication Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop-in at the Dana Porter Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre.

The communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not correct your work for you. Remember to bring hard copies of your assignment instructions and any notes or drafts to your appointment.
University Policies

Academic Integrity
In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage 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. For typical penalties check Guidelines for the Assessment of 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, Section 4. 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.