**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 10, 2014 at 11:55 PM</td>
<td>1 Counts towards 20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rights and Responsibilities Agreement Quiz</td>
<td>Friday, January 10, 2014 at 11:55 PM</td>
<td>2 Counts towards 20%</td>
<td></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>Ungraded</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Activity 1: 140-Character Memoir</td>
<td>Friday, January 17, 2014 at 11:55 PM</td>
<td>2 Counts towards 20%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Activity 2: Photo Essay</td>
<td>Friday, January 17, 2014 at 11:55 PM</td>
<td>2 Counts towards 20%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Activity 3: Personal Narrative Discussion 1</td>
<td>Monday, January 20, 2014 at 11:55 PM</td>
<td>2 Counts towards 20%</td>
<td></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 22, 2014 at 11:55 PM</td>
<td>2 Counts towards 20%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Activity 5: Set up ePortfolio Presentation Template</td>
<td>Friday, January 24, 2014 at 11:55 PM</td>
<td>1 Counts towards 20%</td>
<td></td>
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<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</td>
<td>Monday, January 27, 2014 at 11:55 PM</td>
<td>6 Counts towards 20%</td>
<td></td>
</tr>
<tr>
<td>Activity 7b:</td>
<td>Review Your Peer Groups' Narratives and record the names of the students whose work you've reviewed in the Unit 1 Peer Review Quiz</td>
<td>Friday, January 31, 2014 at 11:55 PM</td>
<td>3</td>
<td>Counts towards 20%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Activity 8: Revise Personal Narrative Essay</td>
<td></td>
<td>Before Monday, February 3, 2013</td>
<td>Ungraded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 9: Personal Narrative Academic Honesty Quiz (to unlock dropbox)</td>
<td></td>
<td>Monday, February 3, 2014 at 11:55 PM</td>
<td>Ungraded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit &quot;Final-for-Now&quot; Revised Personal Narrative Assignment and complete Personal Narrative Reflection</td>
<td></td>
<td>Monday, February 3, 2014 at 11:55 PM</td>
<td>10%</td>
<td></td>
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<tr>
<td><strong>Unit 2: Advertisement Analysis</strong></td>
<td><strong>Week 5</strong></td>
<td><strong>Chapter 8: Rhetorical Analyses, pp. 250-280</strong></td>
<td><strong>Unit 2: Advertisement Analysis - Chapter and Assignment Review Quiz</strong> (must attain 100% on quiz to unlock the rest of the unit activities)</td>
<td>Ungraded</td>
<td></td>
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</tr>
<tr>
<td>Activity 1: Workshop Your Paper Topic Idea</td>
<td></td>
<td>Friday, February 7, 2014 at 11:55 PM</td>
<td>2</td>
<td>Counts towards 20%</td>
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<tr>
<td>Activity 2: Quotation</td>
<td></td>
<td>Friday, February 14, 2014 at 11:55 PM</td>
<td>2</td>
<td>Counts towards 20%</td>
<td></td>
<td></td>
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<tr>
<td>Activity 3: Advertisement Analysis</td>
<td></td>
<td>Friday, February 14, 2014 at</td>
<td>2</td>
<td>Counts towards 20%</td>
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</tbody>
</table>

*Includes enabling your sharing group to add comments to your draft*
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Chapter 39: Peer Editing, pp. 458-463</th>
<th>Activity 4: Advertisement Analysis Discussion 2</th>
<th>Friday, February 28, 2014 at 11:55 PM</th>
<th>2</th>
<th>Counts towards 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 38: Revising Your Work, pp. 452-457; Chapter 35, 36, and 37: Style, pp. 432-449; Chapter 48: Documenting Sources, pp. 501-502</td>
<td>Activity 6a: Submit Draft for Peer Review to eP (this includes enabling your sharing group to add comments to your draft)</td>
<td>Wednesday, February 26, 2014 at 11:55 PM</td>
<td>6</td>
<td>Counts towards 20%</td>
<td></td>
</tr>
<tr>
<td>Activity 6b: Review Your Peer Groups’ Analyses and record the names of the students whose work you’ve reviewed in the Unit 2 Peer Review Quiz</td>
<td>Wednesday, February 28, 2014 at 11:55 PM</td>
<td>3</td>
<td>Counts towards 20%</td>
<td></td>
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</tr>
<tr>
<td>Activity 7: Revise Advertisement Analysis Essay</td>
<td>Before Monday, March 3, 2014</td>
<td>Ungraded</td>
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<tr>
<td>Activity 8: Advertisement Analysis Academic Honesty Quiz (to unlock dropbox)</td>
<td>Monday, March 3, 2014 at 11:55 PM</td>
<td>Ungraded</td>
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<tr>
<td>Submit “Final-for-Now” Advertisement Analysis Assignment and complete Advertisement Analysis Reflection</td>
<td>Monday, March 3, 2014 at 11:55 PM</td>
<td>10%</td>
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</tbody>
</table>

**Unit 3: Research and Argument**

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Chapter 3: Arguments, pp. 72-105</th>
<th>Unit 3: Argument - Chapter and Assignment Review Quiz (must attain 100% on quiz to unlock the rest of the unit activities)</th>
<th>Ungraded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: Workshop Your Paper Topic</td>
<td>Wednesday, March 5, 2014 at 11:55 PM</td>
<td>2</td>
<td>Counts towards 20%</td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
<td>Details</td>
<td>Date</td>
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<tr>
<td>Week 9</td>
<td>Activity 2:</td>
<td>Summary, Paraphrase, and Quotation</td>
<td>Monday, March 10, 2014 at 11:55 PM</td>
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<tr>
<td></td>
<td>Activity 3: Smart</td>
<td>Research</td>
<td>Friday, March 14, 2014 at 11:55 PM</td>
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<tr>
<td>Week 10</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 19, 2014 at 11:55 PM</td>
<td>6</td>
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<td></td>
<td>Activity 5b: Review Your Peer Groups' Arguments and record the names of the students whose work you've reviewed in the Unit 3 Peer Review Quiz</td>
<td>Friday, March 21, 2014 at 11:55 PM</td>
<td>3</td>
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<tr>
<td></td>
<td>Activity 6: Revise Argument Essay</td>
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<td>Before Wednesday, March 26, 2014</td>
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<tr>
<td>Week 11</td>
<td>Activity 7:</td>
<td>Argument Academic Honesty Quiz (to unlock dropbox)</td>
<td>Wednesday, March 26, 2014 at 11:55 PM</td>
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<tr>
<td></td>
<td>Submit &quot;Final-for-Now&quot; Argument Assignment and complete Argument Reflection</td>
<td>Wednesday, March 26, 2014 at 11:55 PM</td>
<td>15%</td>
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<tr>
<td>Week 12</td>
<td>Activity 1:</td>
<td>Common Errors Discussion</td>
<td>Monday, March 31, 2014 at 11:55 PM</td>
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<td></td>
<td>Chapter 9: Essay Examinations, pp. 284-289</td>
<td></td>
<td>Thursday, 30%</td>
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</tbody>
</table>

Winter 2014
ENGL 109 Online
University of Waterloo

Generated by Centre for Extended Learning
Created 22/01/2014
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 24, 2014. (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.
COMMUNICATION

EMAIL/DISCUSSIONS

Administrative questions or technical problems with Waterloo LEARN should be directed to the Centre for Extended Learning office at extendedlearning@uwaterloo.ca.

Questions relating to course policies or course administration should be posted on the “Ask the Instructor” discussion topic. Discussion topics can be accessed by clicking Connect and then Discussions on the course navigation bar above. Questions of a personal nature can be directed to your course instructor, Danielle Deveau, at d2deveau@uwaterloo.ca. Please include your TA Group number in the subject line of the email.

Your instructor checks email frequently and you should expect an answer to your questions within 24 hours, Monday to Friday.

You may also contact your TA (see the TA list below) using the “Ask the TA” 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.

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.

For instructions on using LEARN Email, please review How to Email Your TA (PDF).

TAs for ENGL 109, W14:

- TA Group 1: Ayesha Altaher
- TA Group 2: Amna Basit
- TA Group 3: Jessica Blakemore
- TA Group 4: Azadeh Bozorgmanesh
- TA Group 5: Greg Campbell
- TA Group 6: Mohsen Hosseini
- TA Group 7: Farzad Kolahjooei Alvar
- TA Group 8: Brittany Martin
- TA Group 9: Philip Miletic
- TA Group 10: Douglas Sikkema

NEWS

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.
COURSE DESCRIPTION AND ACTIVITIES

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)
GRADE BREAKDOWN

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%

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.
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.
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 are 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.

NOTE FOR STUDENTS WITH DISABILITIES

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.

USE OF COMPUTING AND NETWORK RESOURCES

Please see the Guidelines on Use of Waterloo Computing and Network Resources.
uWaterloo’s Web Pages

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author, unless otherwise stated. These web pages are owned or controlled by the University of Waterloo, Centre for Extended Learning. By accessing the web pages, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium), transmit, show or play in public, adapt, or change in any way the content of these web pages for any other purpose whatsoever without the prior written permission of the course author and the University of Waterloo, Centre for Extended Learning.

Other Sources

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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.