# Course Schedule

**ALL TIMES EASTERN** – Please see the [University Policies](#) section of the Syllabus for details.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Module Title</th>
<th>Textbook Readings</th>
<th>Due This Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic 1</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>READ ME FIRST!</td>
<td>To succeed in this course you <em>must</em> understand what Living4Learning is. Please read <a href="#">What’s What? Living4Learning and ENGL 210F</a>.</td>
<td></td>
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</tr>
<tr>
<td><strong>New Employee Orientation</strong></td>
<td>Week 1: Introduction and Orientation</td>
<td>Living4Learning website, Ch. 16 (to p.541)</td>
<td>Activity: Rights and Responsibilities Agreement (Quiz)</td>
</tr>
<tr>
<td></td>
<td>Week 2: The Communication Process</td>
<td>Ch. 1, Ch. 4</td>
<td>Activity: Employment Application* (Individual dropbox)</td>
</tr>
<tr>
<td></td>
<td>Week 3: Team Communications; Effective Requests</td>
<td>Ch. 2 (p.51), Ch. 8</td>
<td>Activity: Summary Report* (Group dropbox)</td>
</tr>
<tr>
<td></td>
<td>Week 4: Drafting, Reviewing, and Revising</td>
<td>Ch. 1 (p. 19-20)</td>
<td>Assignment 1: Making a Request (5%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Workshop Draft Due: Tuesday, May 22, 2018, 11:55 PM (Forum)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peer Review Due: Thursday, May 24, 2018, 11:55 PM (Forum)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Version Due: Saturday, May 26, 2018, 11:55 PM (Individual dropbox)</td>
</tr>
<tr>
<td><strong>Topic 2</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Making a Request</strong></td>
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<tr>
<td><strong>Topic 3</strong></td>
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</tr>
<tr>
<td><strong>Making Recommendations</strong></td>
<td>Week 5: Blogs; Research and Recommendations</td>
<td>Ch. 7, Ch. 11 (to p.362)</td>
<td>Activity: Summary Report* (Group dropbox)</td>
</tr>
</tbody>
</table>

**Activity**
- Rights and Responsibilities Agreement (Quiz)
- New Employee Orientation Exercise* (Quiz)
- Employment Application* (Individual dropbox)
- Summary Report* (Group dropbox)
- Peer Review Workshop* (Forum)
- Workshop Draft Due: Tuesday, May 22, 2018, 11:55 PM (Forum)
- Peer Review Due: Thursday, May 24, 2018, 11:55 PM (Forum)
- Final Version Due: Saturday, May 26, 2018, 11:55 PM (Individual dropbox)

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**Departmental Blog**** (Individual dropbox)
<table>
<thead>
<tr>
<th>Week 6: Persuasive Writing</th>
<th>Week 7: Clarity and Conciseness; Drafting, Reviewing, and Revising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 10, Ch. 5</td>
<td>Ch. 6</td>
</tr>
<tr>
<td><strong>Activity:</strong> Summary Report* (Group dropbox)</td>
<td><strong>Department Blog</strong>** (Individual dropbox)</td>
</tr>
<tr>
<td><strong>Due:</strong> Thursday, June 7, 2018, 11:55 PM</td>
<td><strong>Due:</strong> Friday, June 8, 2018, 11:55 PM</td>
</tr>
</tbody>
</table>

**Week 8:** Communicating in a Crisis

<table>
<thead>
<tr>
<th>Week 8: Communicating in a Crisis</th>
<th>Week 9: Tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 9</td>
<td>Ch. 5 (review)</td>
</tr>
<tr>
<td><strong>Activity:</strong> Summary Report* (Group dropbox)</td>
<td><strong>Activity:</strong> Summary Report* (Group dropbox)</td>
</tr>
<tr>
<td><strong>Due:</strong> Thursday, June 21, 2018, 11:55 PM</td>
<td><strong>Due:</strong> Thursday, June 28, 2018, 11:55 PM</td>
</tr>
<tr>
<td><strong>Department Blog</strong>** (Individual dropbox)</td>
<td><strong>Assignment 3: Communicating in a Crisis</strong> (Quiz) (10%)</td>
</tr>
<tr>
<td><strong>Due:</strong> Friday, June 22, 2018, 11:55 PM</td>
<td><strong>Available:</strong> Wednesday, June 27, 2018, 12:05 AM</td>
</tr>
<tr>
<td><strong>Due:</strong> Saturday, June 30, 2018, 11:55 PM</td>
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</tbody>
</table>

**Week 10:** Organizing and Planning a Collaborative Proposal

<table>
<thead>
<tr>
<th>Week 10: Organizing and Planning a Collaborative Proposal</th>
<th>Week 11: Layout and Design; Graphics</th>
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</thead>
<tbody>
<tr>
<td>Ch. 11 (from p.362), Ch. 12, Ch. 13 (from p.445)</td>
<td>Ch. 12 (from p.392)</td>
</tr>
<tr>
<td>Begin Assignment 4: Proposal</td>
<td><strong>Activity:</strong> Summary Report* (Group dropbox)</td>
</tr>
<tr>
<td><strong>Assignment 4: Proposal</strong> <strong>Note:</strong> You must contribute to this week's meeting no later than Wednesday, July 4, 2018 at 11:55 PM to be included in the proposal process.</td>
<td><strong>Due:</strong> Friday, July 6, 2018, 11:55 PM</td>
</tr>
<tr>
<td><strong>Activity:</strong> Group Proposal Work Plan* (Group dropbox)</td>
<td><strong>Department Blog</strong>** (Individual dropbox)</td>
</tr>
<tr>
<td><strong>Due:</strong> Thursday, July 5, 2018, 11:55 PM</td>
<td><strong>Due:</strong> Friday, July 6, 2018, 11:55 PM</td>
</tr>
<tr>
<td><strong>Department Blog</strong>** (Individual dropbox)</td>
<td><strong>Activity:</strong> Summary Report* (Group dropbox)</td>
</tr>
<tr>
<td><strong>Due:</strong> Friday, June 8, 2018, 11:55 PM</td>
<td><strong>Due:</strong> Friday, June 15, 2018, 11:55 PM</td>
</tr>
</tbody>
</table>
**A Note About Weekly Activities**

The weekly activity submissions make up 20% of your final grade. For more detailed information on how these activities will be assessed, see the [Weekly Meetings and Activities](#) page. Specific instructions for each activity can be found on the topic page for that week.

Your weekly group (department) meetings begin in Week 3 and take place online in the discussion forums. To find your weekly meeting rooms, click [Connect](#) and then [Discussions](#) on the course navigation bar above. Note: You will not be able to see the forums until Week 3.

**A Note About Blogs**

Each person in the department is responsible for one blog contribution throughout the term. Your department must decide on a schedule for blog contributors. You will only be marked for your own blog contribution, which will make up 5% of your final grade. See the [Departmental Blog](#) page for more information on the blog assignment.

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### Final Examination Arrangements and Schedule

Please carefully review the information about [writing exams](#) for online courses, including dates, locations, how to make examination arrangements, writing with a proctor, and deadlines.

If you are taking any on-campus courses, you will automatically be scheduled to write your exam on campus. No action is required.

If you are taking only online courses, do one of the following:

- If your address in QUEST is within 100 km of an examination centre, you must choose an exam centre in [Quest](#) by Sunday, May 13, 2018. This must be done each term.

- If your address in Quest is more than 100 km from an exam centre, you must arrange for a proctor. Please
review the guidelines and deadlines for writing with a proctor. This must be done each term.

Your online course exam schedule will be available in Quest approximately four weeks before your exam date(s). Instructions on how to find your schedule are posted on the Quest Help page.

University of Waterloo Senate-approved academic regulations related to assignments, tests, and final exams can be found on the Registrar's website.

**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.
Announcements

Your CEO uses the Announcements widget on the Course Home page during the term as needed. You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click Show All Announcements.

Discussions

Please use the following discussion forums* to communicate with your Course Co-ordinator and/or manager:

- **Ask Your Manager** – Use this discussion to ask your manager specific questions about course content (including your assignments, meetings, and workshops). Managers will use this discussion to communicate with their regions. Your manager drops in at the online discussion daily (Monday to Friday) and posts responses to questions as necessary.
- **Ask the Course Co-ordinator** – Use this discussion to ask the Course Co-ordinator specific questions about course policies and administration.

Contact Us

<table>
<thead>
<tr>
<th>Who and Why</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manager (TA)</strong></td>
<td>Your managers (TAs) will be your main teaching contact for the course. Use the Ask Your Manager discussion forum* for general questions or clarifications about course materials. Use email if you need to ask a question about your personal progress in the course.</td>
</tr>
<tr>
<td>Course-related questions (e.g., course content, assignments, meetings, workshops, deadlines, etc.)</td>
<td>The class is divided into &quot;regions&quot; and managers (TAs) are assigned to each region. To find out what region you are in, click Connect and then Groups on the course navigation bar above. If you are not in a region by the end of Week 1, please contact Technical Support at <a href="mailto:learnhelp@uwaterloo.ca">learnhelp@uwaterloo.ca</a>.</td>
</tr>
<tr>
<td>Questions of a personal nature</td>
<td>Your managers for this course are:</td>
</tr>
</tbody>
</table>

Region 01 - Amna Haider: a23haide@uwaterloo.ca

Region 02 - Doug Sikkema: djsikkem@uwaterloo.ca

Region 03 - Theresa Shim: tshim@uwaterloo.ca

Region 04 - Paula Sanchez-Nunez De Villavicencio: pcsanche@uwaterloo.ca

Region 05 - Toben Racicot: tsracico@uwaterloo.ca

Region 06 - Stephanie Kent: smkent@uwaterloo.ca

Region 07 - Dominique Kelly: dkkelly@uwaterloo.ca

Region 08 - Bibi Harricharran: baharric@uwaterloo.ca

Region 09 - Isabelle Cote: imcote@uwaterloo.ca
| Course Co-ordinator | Questions relating to course policies or administration should be posted on the Ask the Course Co-ordinator discussion forum*. 
Questions about your personal performance in the course can be directed to your Course Co-ordinator.
Course Co-ordinator: Professor Dorothy Hadfield
dhadfield@uwaterloo.ca
*Please include your region number in the subject line of the email.*
Your Course Co-ordinator checks email frequently and you should expect an answer to your questions by email within 24 hours, Monday to Friday.

| Technical Support, Centre for Extended Learning | Technical problems with Waterloo LEARN
learnhelp@uwaterloo.ca
Include your full name, WatIAM user ID, student number, and course name and number.
Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).

| Learner Support Services, Centre for Extended Learning | General inquiries
WatCards (Student ID Cards)
Examination information
Student Resources
extendedlearning@uwaterloo.ca
+1 519-888-4002
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

Description

ENGL 210F is designed to provide you with communications skills for your professional life. To encourage you to think about applying these skills, the course environment has been designed around a simulated business, Living4Learning (L4L), and as a student in the course you will inhabit the role of an employee at L4L.

Within this role, you will be part of a team that has been assigned a major project to be completed by the end of the term; you will be expected to communicate in a professional manner with your teammates as you work on completing this challenge. You will have to learn to work collaboratively using technologies to communicate with team members who may be geographically dispersed—a condition increasingly common in the business world.

Assignments in English 210F will introduce you to the major genres of business writing, and help you develop the critical thinking skills necessary to define your purpose and audience—why and for whom you are writing. You will also develop your ability to write persuasively using key rhetorical principles and appeals to ethos, logic, and emotion. You will learn how to present an argument for common real world scenarios such as recommending a course of action or maintaining trust and goodwill with your clientele.

But most importantly, English 210F will help develop your ability to communicate in a professional, concise, and appropriate style for the business world.

Objectives

After you have completed your term with English 210F/Living4Learning, you will have practiced or mastered the following skills:

- Rhetorical analysis for communication (i.e., identifying context, audience, purpose, scope, etc.)
- Writing as process: planning, drafting, and revision
- Giving, getting, and using constructive feedback
- Communicating using clear and concise language, adapting tone and structure appropriately according to circumstances
- Collaborative teamwork, including communicating synchronously and asynchronously with colleagues
- Reading instructions and carefully following procedures
- Meeting deadlines and working within time constraints
- Producing a variety of communications in different genres, forms, and for different audiences
About the Course Authors

Dorothy Hadfield

As a Waterloo English co-op undergrad, I always felt conflicted between enjoying the business environment of my work terms and immersing myself in the pleasures of analyzing ideas and ideologies in literature when I got back on campus. Even though the academic career eventually won out, I definitely took the scenic route getting here, with frequent side trips into administration, professional editing and indexing, business writing, and document design.

Since receiving my PhD from the University of Western Ontario in 1999, I have taught at several universities, across virtually every genre and period from the medieval lyric to contemporary drama, and in practical courses ranging from ensemble theatre production to effective writing.

Bruce Dadey

My teaching in the department of English focuses on rhetoric, composition, and professional communication, including business writing, technical communication, and writing for the media. I am also the English department’s TA coordinator.

My research interests include systems approaches to rhetoric, graphic narratives and visual rhetoric, professional communication, and post-secondary pedagogy. In addition to my PhD from the University of Waterloo, I hold a BEd from the University of Alberta. I’ve taught at a number of postsecondary institutions, including Waterloo, Laurentian, York, and Sheridan College. My practical experience in professional communication comes from my past work as a technical communicator for a multinational IT company, as the managing editor of a major online brand journalism project, and as the director of a number of non-profit organizations.

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.

This online course was developed by Dorothy Hadfield, Bruce Dadey, and Jay Dolmage with instructional design and multimedia development support provided by the Centre for Extended Learning.
Materials and Resources

Textbook

Required:


Students who purchase a new copy of the textbook, or who purchase an access code for the text, are encouraged to make use of the additional online resources available with this textbook, particularly the model documents, document makeover tutorials, and writing exercises. Specific suggested resources are listed on the weekly topic pages under the "Review the learning resources for this week" step.

Please see [MyLab & Mastering Student Registration Instructions](#) (PDF) for guidance on accessing the additional online textbook resources.

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

- Living4Learning: The [Living4Learning](#) website can be accessed from the link provided on the left side of the Course Home page.
- [Library services for co-op students on work term and distance education students](#)
The following table represents the grade breakdown of this course.

<table>
<thead>
<tr>
<th>Activities and Assignments</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Meetings and Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Departmental Blog</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 1: Making a Request</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 2: Recommendation</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 3: Communicating in a Crisis</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 4: Proposal</td>
<td>20%</td>
</tr>
<tr>
<td>• Individual (15%)</td>
<td></td>
</tr>
<tr>
<td>• Group (5%)</td>
<td></td>
</tr>
<tr>
<td>Final Examination</td>
<td>25%</td>
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Links to grading rubrics can be found on the individual assignment description pages.

Your graded assignments will be returned to you online as “feedback” in each dropbox for Assignments 1, 2, and 4, and in the quiz for Assignment 3.
Course and Department Policies

Assignment Submission Policies

- Please refer to the Submitting to a LEARN Dropbox page for important general guidelines and instructions on how to submit to a LEARN dropbox.
- All assignments submitted to a dropbox must be in PDF format. Why? For an explanation and for help with creating PDF documents, refer to the Submitting to a LEARN Dropbox page.
- Assignment 3, “Communicating in a Crisis” must be completed online and submitted in the “Quizzes” section of the course. Only text included in the appropriate fields on the quiz page will be graded.
- Assignments not successfully submitted through the appropriate dropbox or quiz function by the due date indicated on the Course Schedule will be considered late. See below for late policies.
- Do not email your assignment to your manager or the course co-ordinator. Email submissions are not accepted under any circumstances, not even as proof of completion. Only assignments submitted in the proper format to the appropriate dropboxes and quizzes will be graded. Dropboxes and quizzes can be accessed by clicking Submit on the course navigation bar above.
- You are solely responsible for submitting your assignment in the right format and on time: forgetting to convert your document to PDF, forgetting to click the “Submit” button, or problems with your computer or Internet connection are not valid reasons for exceptions to course policies. Make sure you see the LEARN screen confirming that your submission was successful, and check your @uwaterloo.ca email address for the Email Confirmation Receipt.
- Except for the final Proposal (Group) dropbox, you can submit to a dropbox as many times as necessary before it closes.
  - For non-group (i.e., individual) dropboxes, in most cases, each submission will overwrite the previous one.
  - For group dropboxes, in most cases, all submissions will be kept and your TA will mark only the final document uploaded, so make sure your final document is the correct one.
  - For the Proposal (Group) dropbox, only one submission will be allowed. The file in the dropbox when it closes permanently will be considered your final assignment submission for marking.
- Assignments not in PDF format are not considered valid submissions, and you will accrue late marks until you submit the PDF version. If you fail to submit the PDF before the dropbox closes permanently, you will be assessed the maximum late penalty (35%) and you will also automatically forfeit all the marks from the “Medium and Format” portion of the assignment rubric.

Late Policies

- Meeting contributions and other weekly activities not submitted by the deadline will receive a mark of zero. Dropboxes for weekly activity submissions will not remain open to accept late submissions.
- Assignments, including the Departmental Blog contribution, are due at the date and time specified on the Course Schedule. Assignment dropboxes will remain open for one week after the due date to accept late submissions. Late submissions will be penalized 5% for each day they are late; they may also not receive the same level of
commentary and feedback. Submissions more than 1 week late will not be accepted and you will receive 0 on the assignment.

- Exemptions from late penalties on major assignments can only be given where there are significant extenuating circumstances. In such cases, you must contact the course co-ordinator before the assignment deadline, providing appropriate documentation. Please note that unexpected Internet disruptions or slow connections are not valid extenuating circumstances for late accommodations.

Communications Policies

If you need to contact the course co-ordinator regarding course policies or accommodations, you must include your department name and region number in the subject line of your email. Please see the Contact Information page for more information on course communications.

Final Exam

You MUST pass the final exam to receive a passing grade in the course.

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).
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 this course has a final exam and if you are unable to write a final examination due to illness, seek medical treatment and have a medical practitioner complete a Verification of Illness Form. Email a scanned copy to the Centre for Extended Learning (CEL) at extendedlearning@uwaterloo.ca within 48 hours of your missed exam. Make sure you include your name, student ID number, and the exam(s) missed. You will be REQUIRED to hand in the original completed form before you write the make-up examination.

After your completed Verification of Illness Form has been received and processed, you will be emailed your alternate exam date and time. This can take up to 2 business days. If you are within 150 km of Waterloo you should be prepared to write in Waterloo on the additional CEL exam dates. If you live outside the 150 km radius, CEL will work with you to make suitable arrangements.

Further information about Examination 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.
**Turnitin**

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

**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 46 - Information Management, Appendix A - 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, 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**

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