

# ERS 101

## Approaches: Environmental Resources and Sustainability

(Campus Sustainability Projects)

Winter 2021

Mondays 11:30am-1:30pm

Dr. James Nugent

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Office Hours: Mondays 2-3pm.

Please request a 15-30 minute meeting directly through MS Teams calendar.

### Course Overview

How does social change happen? We learn by theorizing how the world works, but also by trying to change it. The cyclical relationship between reflection (theory) and action is referred to as *praxis*. Paulo Freire (2014, 126) defines praxis as "reflection and action directed at the structures to be transformed."<sup>1</sup>

This course is one of 'solutions-based education' designed to use environmental case studies from local, provincial, national and international communities. We will analyze historical and contemporary cases and consider the interdisciplinary lessons that can be learned from them within the context of climate and technological change, political and economic constraints, community engagement and communication. The specific cases may change year by year depending on current events. Students will be encouraged to critically engage the scholarly, non-governmental, public media literatures and personalities. *Prerequisites: None*

Winter - 2021

For the W2021 semester, we are focusing our case study on the University of Waterloo campus as a "living lab" for sustainability. This is a solutions-based course that uses a student-led individually

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<sup>1</sup> Paulo Freire, 2014, *Pedagogy of the Oppressed*, New York, Continuum, p.126.

———. 2014. *Pedagogy of the Oppressed*. New York: Bloomsbury Academic.

created course (SLICC) model to explore, research and address a sustainability issue over the course of a term by completing a unique group project with 4-8 colleagues. Learning will be assessed by self-reflection of understanding, skills, experiences, application and development as it relates to the project students have chosen to work on. Your team will help define a sustainability problem and that work towards practical solutions, in reflective conversation with theories of social change. The SLICCs model teaches students how to become more self-aware as learners and more reflective as agents of social change including a better appreciation of how knowledge is produced through praxis.

ERS101 is also where you will accomplish the [Undergraduate Communication Requirement](#) for the ERS program. Weekly tutorials will support the development of written and oral communication skills including rhetoric (i.e., logical reasoning, ethical appeal and emotional appeal).

## Learning Outcomes

The learning environment will be different than other courses, as it is founded in the “Student-led Individually Created Course” model developed at the University of Edinburgh. Reflections in 5 key areas of; (1) Understanding, (2) Existing skill and attribute improvement identification, (3) Skill development, (4) Mindset exploration, and (5) Individual learning development will engage students, as it allows them to choose how they would like to learn. Flexibility exists in this model to best fit the desires of individuals as students discover the targeted areas they would like to develop. Therefore, students will have a unique learning experience in this course. A high-level of participation in group work is required and is a pathway for academic and personal growth. Students may be working closely with a campus partner depending on the project.

### Learning Outcomes for SLICCs

1. I am able to demonstrate how I have actively improved my understanding of the course content, and the nature of the problem I have chosen to work on .  
*The student proposes the problem, how they will learn about it, and how they will know their understanding has improved*
2. I am able to demonstrate how I have applied existing skills and attributes in order to engage effectively with the course content and the problem I am working on. I can identify areas where improvements are required.  
*The student proposes current skills and attributes that might be needed during the experience and they will know if improvements might be required*
3. I am able to demonstrate how I have used experiences during the course to actively develop one skill in the focussed area of...  
*The student picks one skill from a list of 10-11, proposes how they will learn it, how they will apply it, and how they will know if their mastery of the skill has improved*

Skills to select from for LO3:

- Communication

- Leadership
- Teamwork/ Collaboration
- Problem solving
- Critical Thinking
- Organization and accountability
- Technical
- Risk-taking/ risk assessment
- Implementation and design thinking
- Network and relationship building
- Systems thinking and discipline specific knowledge

4. I am able to demonstrate how I have used experiences during the course to actively explore my mindset towards...

*The student picks one mindset from a list of 3, proposes what they know about it, how they will learn more about it, how they will explore it*

Mindsets to select from for LO4:

- *Self-starting and proactivity*

You draw on your initiative and experience to take action without being told to do so. Paired with a reflective approach, you maximize your potential by taking personal responsibility for proactively goal setting and identifying opportunities to overcome barriers.

- *Outlook and perseverance*

You draw on the quality, depth and breadth of your experiences to maintain a positive mindset and engage with the communities and world around you. You manage risk by learning from mistakes, and actively seek new insights to help you better contribute positively, ethically and respectfully.

- *Lifelong learning and long-term planning*

You seek personal and academic learning that makes a positive difference to you and to the world around you. You have vision that is both inspiring and workable, and are able to plan for the long-term learning and actions that will be required to realize such a vision.

5. I am able to evaluate and critically reflect upon my approach, my learning and my development throughout the term

*The student proposes how they will use PebblePad posts to self-evaluate and critically reflect, including tools, models, and strategies to record their thoughts*

# An introduction to Student-Led Individually-Created Courses (SLICCs)

Student-Led, Individually-Created Courses (SLICCs) were created at the University of Edinburgh to enable students to gain credit for self-initiated, independently-led and self-directed learning. We are piloting an adaptation of the SLICC teaching model here at the University of Waterloo, through the support of a Learning and Teaching grant. SLICCs help students better prepare for the realities of environmental advocacy and entrepreneurship because they give students the opportunity to choose their own learning experience and therefore create their own courses that they plan, propose, carry out, reflect on and evaluate. Building an organization, enterprise or advocacy campaign follows the very same process.

## Assignment Deadlines

Please submit all assignments through PebblePad:

### SLICC Assignments Deadlines

- (Individual) Learning Proposal: Friday Jan.29 @ 11:59pm
- (Group) Project Proposal: Sunday Feb.7th, 2021 @ 11:59 pm
- Additional Reflections (as per grade pathway): Varies (see "Reflections" workbook tab in PebblePad).
- Week 9 Interim Reflective Report (1500 to 2000 words): March 12, 2021 @ 11:59 pm
- Final Reflective Report (max.3000 words): April 23, 2021 @ 11:59 pm

### Communications Requirement Assignments Deadlines

- Formal email to your TA: Friday Jan.15 @ 11:59pm
- Bibliography with 5 citations: Friday Jan.29 @ 11:59pm
- Bubble Burst (B, A, A+ pathways only): April 2 @ 11:59pm
- One of the following (two for A+ pathway): April 9th @ 11:59pm
  - Business letter
  - News Article
  - Press Release
- Evidence of creative communications (A & A+ pathway only): April 12 @ 11:59pm

# Class Schedule

Week (Lecture)	Lecture Topic, Activities, Readings	Tutorial Topic	What's Due (Fridays, 11:59pm except as noted by *)
1 (Jan.11)	<ul style="list-style-type: none"> <li>• Course overview.</li> <li>• What is sustainability?</li> </ul> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• David Orr, What is education for?</li> <li>• Syllabus &amp; PebblePad assignment instructions</li> </ul>	Email Assignment	Email
2 (Jan.18)	<ul style="list-style-type: none"> <li>• Introductions: Who are we? Unpacking identity, personality traits, and ideological positionings.</li> <li>• What is education for? (David Orr)</li> <li>• Universities as Sustainability Actors</li> <li>• Campus as a “Living Lab”</li> <li>• Theories of Change</li> <li>• From problem definition to strategies for action</li> <li>• Sustainability case study: COVID19</li> </ul> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• University of Waterloo Sustainability Strategy: <a href="https://uwaterloo.ca/sustainability/about/environmental-sustainability-strategy">https://uwaterloo.ca/sustainability/about/environmental-sustainability-strategy</a></li> <li>• UW Sustainability Office: <a href="https://uwaterloo.ca/sustainability">https://uwaterloo.ca/sustainability</a></li> </ul>	<p>From Problem to Strategy</p> <p>Project Management Apps (MS Planner, One Note, Doodle, etc.)</p>	Choose Project Topic & Team

3 (Jan.25)	<ul style="list-style-type: none"> <li>• How to write your Learning Proposal</li> <li>• In-class reflection</li> <li>• Flipped Class: Working on group project proposal with help from instructor and TAs</li> </ul>	Citation Software  Poll on Bubble Burst topics	Bibliography  Individual Learning Proposal
4 (Feb.1)	<ul style="list-style-type: none"> <li>• Flipped Class: Working on group project proposal with help from instructor and TAs</li> </ul>	Sharing Project Proposals	Reflection Feb.5  Team Project Proposal: Fri. Feb.5 <sup>th</sup> 11:59pm
5 (Feb.8)	<ul style="list-style-type: none"> <li>• ERS101 Dragon's Den Episode 1</li> </ul> Special Guest: Prof. Ian Rowlands, UW Associate Vice-President International	Sharing Project Proposals (If needed)	Reflection
6	<b>READING BREAK</b> (No Lectures No Tutorials)		
7 (Feb.22)	<ul style="list-style-type: none"> <li>• ERS101 Dragon's Den Episode 2</li> </ul>		Reflection
8 (Mar.1)	<ul style="list-style-type: none"> <li>• How to write the Interim Reflective Report</li> <li>• Group project work</li> <li>• Answer questions</li> <li>• Introduce Key Concept (TBD based on projects)</li> </ul>		Reflection
9 (Mar.8)	<ul style="list-style-type: none"> <li>• Group project work</li> <li>• Answer questions</li> </ul>	Bubble Burst Discussion	Interim Reflective Report

	<ul style="list-style-type: none"> <li>• Introduce Key Concept (TBD based on projects)</li> </ul>		
10	Pause (No Lectures No Tutorials)		
11 (Mar.22)	<ul style="list-style-type: none"> <li>• Introduction to rhetoric</li> <li>• General feedback on interim reflections.</li> <li>• Group project work</li> <li>• Answer questions</li> <li>• Introduce Key Concept (TBD based on projects)</li> </ul>	Reasoning/Logic Exercise	Reflection  Reasoning/Logic Exercise
12 (Mar. 29)	<ul style="list-style-type: none"> <li>• Reasoning &amp; Logic (BINGO!)</li> <li>• Journalism, academic freedom &amp; Free speech</li> </ul>	News Article, Business Letter, Press Release	Bubble Burst
13 (Apr.5)	<ul style="list-style-type: none"> <li>• Group project work</li> <li>• Answer questions</li> <li>• Introduce Key Concept (TBD based on projects)</li> </ul>	Bubble Burst Discussions	News Article/ Business Letter/ Press Release
14 (Apr.12)	<ul style="list-style-type: none"> <li>• Feedback on Bubble Burst</li> <li>• Presentations</li> </ul>	Presentation of projects in break-out groups	Reflection (*Mon.Apr.12)  Creative Communications (*Wed. Apr.14 <sup>th</sup> )

April 17-23	<ul style="list-style-type: none"> <li>Preparing the Final Reflective Report</li> </ul>	No tutorials	Final Reflective Report (*Fri.Apr.23)
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## Grades

	C 60-70%	B 70-79%	A 80-89%	A+ 90-100%
Project proposal	Competent	Competent	Competent	Competent
Learning Outcomes Proposal	Competent	Competent	Competent	Competent
Regular Reflections (in addition to Interim & Final)	Minimum 1	Min. 2 Expected	Min.4 Expected	Min.6 Expected
Interim Reflective Report	(Optional)	Competent	Competent	Competent
Final Reflective Report	Good to very good evidence and reflection provided for most learning outcomes.	Excellent evidence and deep /critical reflection provided for most learning outcomes.	Outstanding evidence and deep/critical reflection provided for all learning outcomes.  Some effort to integrate academic literature.	Exceptional evidence and very deep/critical reflection provided for all learning outcomes.  Demonstrated extra effort.  Strong integration of academic literature.
Team Commitment	Attend 60-70% of group meetings	Attend 70-79% of group meetings	Attend 80-89% of group meetings	Attend 90%+ of group meetings



	<p>Not often an active participant (minutes; action items; scheduling etc.)</p> <p>Positive review from most team members.</p>	<p>Often an active participant (minutes; action items; scheduling etc.)</p> <p>Positive review from most team members.</p>	<p>Usually an active participant (minutes; action items; scheduling etc.)</p> <p>Very positive review from team members.</p>	<p>Very active participant (minutes; action items; scheduling etc.)</p> <p>Very positive review from team members.</p>
<p><b>Prioritization &amp; Time Management</b></p>	<p>Grace Period frequently used.</p> <p>Often forgets to provide grace period explanation.</p> <p>No more than 6 assignments submitted late beyond Grace period.</p> <p>May need to be reminded to provide advance notice &amp; work plan to TA if submitting after Grace Period.</p>	<p>Grace Period frequently used.</p> <p>Grace Period explanation provided when used, perhaps forgetting a couple times.</p> <p>No more than 4 assignments submitted late beyond Grace period.</p> <p>Advance notice &amp; work plan always given to TA if submitting after Grace Period.</p>	<p>Most assignments submitted on time.</p> <p>Grace Period explanation provided when used.</p> <p>No more than 2 assignments submitted late beyond Grace period.</p> <p>Advance notice &amp; work plan always given to TA if submitting after Grace Period.</p>	<p>Grace Period used no more than twice. Grace Period explanation provided.</p> <p>No more than one assignment submitted late beyond Grace Period.</p> <p>Advance notice &amp; work plan always given to TA if submitting after Grace Period.</p>

## Communication Requirements

	C 60-70%	B 70-79%	A 80-89%	A+ 90-100%
Tutorial Participation	Participate in min 6/12	Participate in min.7/12	Participate in min.9/12	Participate in min. 10/12
Formal Email	Competent	Competent	Competent	Competent
Citation Skills (e.g., APA style bibliography)	Competent	Competent	Competent	Perfect
Logical Reasoning Exercise	Competent	Competent	Competent	Competent
Bubble Burst Assignment	(Optional)	Competent	Competent	Competent
News Article/Business Letter/Press Release	Competent in one (your choice)	Competent in one (your choice)	Competent in one (your choice)	Competent in <b>two</b> (your choice)
Oral Communication*	Competent	Competent	Competent	Competent
Creative Communication (design/artistic/language)	(Optional)	(Optional)	Competency demonstrated throughout project/coursework	Competency demonstrated throughout project/coursework.

\*Oral communication competency will be assessed through participation in lectures, group projects and tutorial discussions. An extra video presentation/recording may be required for those participating in lectures asynchronously.

## Final Grade Assessment

Students must first demonstrate they have met the expectations for a given pathway to earn the minimum grade for that grade pathway (e.g., the minimum grade for a B pathway is 70%). Then, the instructor/TA will give an additional 0-9% within that grade range based on a number of factors:

- Quality of contributions made to group (e.g., workhorse vs. freeloader)
- Quality of demonstrated oral communication (participation in class, tutorials & groups)
- How often a student exceeded the basic expectations for a given grade range. E.g., how often somebody in the “B” pathway achieved the requirements for an “A” pathway.

- Overall quality of work (e.g., beyond 'competency' threshold)
- How often a student was required to redo an assignment
- Number of late submissions, and degree of lateness

The student will be given an opportunity to state their own case for what grade (within a given pathway range) they believe they deserve based on these criteria.

## \*Late assignments

Lateness will factor into your grade pathway (see "Prioritization & Time Management" above). Students submitting an assignment late **for whatever reason** must indicate this on the associated workbook template in PebblePad. Only a brief explanation is required if submitted late but within the two-day (i.e., 48 hour) grace period. If submitting late **beyond the 48-hour grace period** (even if just 48hr+one minute past), then an explanation, any supporting evidence and also a work plan for completing the assignment is required. Upload the work plan to pebble pad and also email the work plan to your TA. The work plan should break down the assignment into step-sized tasks with a date associated with each task and a new deadline date for completing the assignment. Please schedule a meeting with the Professor/TA if you fail to meet your own work plan deadline (In which case, you may be required to complete additional time management workshops).

### AccessAbility Accommodations

Accommodation for students registered with AccessAbility Services will be taken into account when considering how to convert lateness into numerical grades. Nevertheless, all students must complete the same late assignment protocol discussed above.

## Research Opportunity (SLICCs)

The purpose of this study is to understand how a new learning model (referred to as "student-led individually created courses" or SLICCs) impacts student learning outcomes. This study will benefit the higher education discipline as it advances the knowledge around this new learning model, but more specifically, it will tell us more about how this model can be implemented at the University of Waterloo in different learning contexts. This model and improvements in student's learning outcomes will be evaluated over the duration of an academic term in 3 ways:

1. Students will be asked to fill out a short questionnaire that is intended to reflect their self-reported levels of curiosity, self-directed learning, reflection and resilience with respect to learning new things at two time points (once at the beginning of the term, and once at the end of the term)
2. Student's reflective assignments throughout the semester will be evaluated by a rubric intended to assess the same constructs as mentioned in section 1) but by the research team,

rather than the students themselves. This will provide a more objective perspective on their improvements in these learning outcomes.

3. Students and faculty members who participated in the course will be asked to participate in a short interview at the end of the term to give their general perspectives and impressions of the learning model.

## **Accommodations**

If you become seriously ill, require extended bereavement leave (only if beyond one week), or face any other prolonged emergency situation (only if beyond one week), please write to me as soon as you are able. I will ask you to complete the same workplace as you would for any late assignment. Please upload any documentation you might have to the Pebble Pad assignment(s) that are due accordingly. Under the circumstances of the pandemic, a doctor's note/"Verification of Illness" form is not required. Please follow the university's up-to-date COVID19/pandemic protocols: <https://uwaterloo.ca/coronavirus/>. Please see the University's full accommodation policy at: <http://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations>

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Please just follow the late submission form as you would for any other reason for late submission and request your accommodation in the form on PebblePad. Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an accommodation.

## **In-Class Computer Use**

A growing body of literature suggests that trying to "multi-task" during lecture does not work. Please be considerate during live sessions and mute your microphone whenever you are not speaking.

## **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. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (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. Students may also complete the

following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

**Note: Cutting and pasting even a partial sentence without putting that phrase within quotations and properly referencing the sentence it is in with a proper citation IS considered plagiarism.**

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>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70> . A

Please note that I reserve the right to ask you to speak with me in person about any assignment you have submitted for marks. This may include a request to show me drafts or previously saved versions of your assignment and for you to walk me through the logic, arguments, and sources of your assignment.

## **English Language Proficiency Requirement**

If you are taking this course to fulfill the English language proficiency requirement for your degree, please note that you must achieve a grade of 65% or higher to meet this requirement. For more information, see: <http://ugradcalendar.uwaterloo.ca/page/ENV-English-Language-Communication-Requirement>

## **Citation Format**

Properly referencing your sources helps you avoid plagiarism and builds the credibility of your argument by pointing to supporting evidence. In general, please use either APA (American Psychological Association) style or the Chicago style for referencing your sources, unless otherwise instructed. For more information on these styles, please consult: [https://uwaterloo.ca/library/online-reference-shelf?cat\\_id=3](https://uwaterloo.ca/library/online-reference-shelf?cat_id=3)

## **Group Work**

This course requires significant amounts of group work. The pedagogical goals of group work and strategies of resolving conflicts within groups will be discussed in more detail during lecture. Group work helps train you for collaborating in your civic life as well as working in teams in your future career. Group work demonstrates for us the importance of listening, negotiating and compromising in light of group members' range of experiences, skills, personalities, attitudes, etc. Group work can potentially lead to a more creative process and robust output due to the diversity of strengths and unique insights that each team member brings to the job. Group work will therefore help you to: identify the strengths of your peers and to maximize these talents in the completion of an

assignment; engage one another in peer education such that students with strengths can mentor and improve their colleagues' capacities; and to resolve conflicts constructively amongst team members.

For most group activities besides the major project you will be assigned a group.

If you are experiencing conflicts within your group, then you should try to apply the strategies discussed in class and/or speak with your Teaching Assistant. I am always available to meet with groups that are experiencing conflicts. The first step will always be for your group to describe what is happening, why you think it is happening, and how you think the problems could be resolved. The key is to identify and resolve the problem **as soon as possible**.

## Unclaimed Assignments

Unclaimed coursework will only be held for one month following the last day of classes. Following one month any unclaimed coursework will be deleted or destroyed in compliance with UW's [confidential shredding procedures](#).

## 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).

## **AccessAbility**

AccessAbility Services located in Needles Hall, Room 1401, provides academic support for University of Waterloo students who have both permanent and temporary disabilities. AccessAbility Services 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 AccessAbility Services at the beginning of each academic term (<https://uwaterloo.ca/accessability-services/about>).

## **Mental Health**

The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and/or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

## **Grievances**

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. See Policy 70 - Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please contact your Undergraduate Advisor for details.

## **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) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

## **Recording lectures**

Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow

classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: Facebook, twitter, etc., is strictly prohibited.

### 1. **Assignment Regrade Policy**

Do not email the instructor until you have read and completed the following. Your Teaching Assistants make every effort to give you a fair grade based on the quality of your work. If after receiving your grade you feel your mark does not reflect the quality of your work:

1. **Within two weeks** of receiving your grade, speak with the TA who marked your assignment during their office hours to discuss your paper. Given the number of students and assignments, it is not possible for TAs to give lengthy written feedback on each assignment. So it is important to speak with the TA directly to understand how they arrived at their assessment.
2. After speaking with your TA, if you feel your grade still does not reflect the quality of your work, then please write a 1/2 page email to the TA with specific reference to: i) The TA's feedback (both in the rubric and in-person); ii) Assignment instructions. Please submit this to the TA no later than **one week** following your meeting with your TA.
3. The TA will then re-grade your assignment. **\*\*Please note that your mark can be raised, lowered, or remain the same through a re-grade\*\***
4. If you believe your re-graded mark still does not reflect your effort/achievement, then you can appeal your assignment grade to the Lecturer. **\*\*Please note that your mark can be raised, lowered, or remain the same through a re-grade, in addition or subtraction to what the TA has given you.\*\*** Please submit your paper for consideration by the Lecturer no later than **one week** following your receipt of the decision by the TA.
5. If you still feel that your rights have been grieved, then you can request a formal reassessment procedure under [Policy 70 - Student Petitions and Grievances](#). Pay close attention to the timeline and deadlines and your responsibilities for communication with the instructor (referred to as the "Individual" in this case) as listed under Appendix B.

### **Co-op interviews and class attendance**

Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting. When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CECA provides an interview conflict procedure to manage these situations. Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

Last Updated: Jan.16h, 2021