

THE CHURCH'S SONG WINTER 2024

MUSIC 363 / CMW 363 / RS 357

Published Jan 08, 2024

CLASS SCHEDULE

| Section | Location | Time | Instructor(s) |
|---------------------------------------|----------|----------------------------------|---------------------------------------|
| MUSIC 363 001 [SEM] | CGR 1302 | Mondays 6:30 p.m. - 9:20 p.m. | Kate Steiner ksteiner@uwaterloo.ca |
| CMW 363 001 [SEM] | | Mondays 6:30 p.m. - 9:20 p.m. | |
| RS 357 001 [SEM] | | Mondays 6:30 p.m. - 9:20 p.m. | |
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INSTRUCTOR & TA (TEACHING ASSISTANT) INFORMATION

I am always happy to correspond with my students, whether it is about questions regarding course activities or content, or anything else related to music. You can book an in person (preferred) or virtual meeting here: [Book time with Kate Steiner: Office hours](https://outlook.office.com/bookwithme/user/742cad4983fe4c358b33bb7684a8596e@uwaterloo.ca/meetingtype/SVRwCe7HMUGxuT6WGxi68g2?anonymous&ep=mCardFromTile) (https://outlook.office.com/bookwithme/user/742cad4983fe4c358b33bb7684a8596e@uwaterloo.ca/meetingtype/SVRwCe7HMUGxuT6WGxi68g2?anonymous&ep=mCardFromTile) . You can also just stop by my office (CGR 1106) during these times if you can't commit. Email me if you need a meeting outside these times (ksteiner@uwaterloo.ca).

COURSE DESCRIPTION

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| <p><i>Calendar Description for MUSIC 363</i></p> <p>This course examines the origins of the music sung by the Christian church and its development up to the present. The course considers the Church's Song as theological, poetic, musical, cultural, and spiritual expression, and the use of songs in a variety of worship settings. Students will practice methods of song analysis, assess musical meaning, value and effects in various cultural contexts, and reflect on written and oral transmission of music.</p> |
| <p><i>Calendar Description for CMW 363</i></p> <p>This course examines the origins of the music sung by the Christian church and its development up to the present. The course considers the Church's Song as theological, poetic, musical, cultural, and spiritual expression, and the use of songs in a variety of worship settings. Students will practice methods of song analysis, assess musical meaning, value and effects in various cultural contexts, and reflect on written and oral transmission of music.</p> |
| <p><i>Calendar Description for RS 357</i></p> <p>This course examines the origins of the music sung by the Christian church and its development up to the present. The course considers the Church's Song as theological, poetic, musical, cultural, and spiritual expression, and the use of songs in a variety of worship settings. Students will practice methods of song analysis, assess musical meaning, value and effects in various cultural contexts, and reflect on written and oral transmission of music.</p> |

LEARNING OUTCOMES

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| <p>By the end of this course students should be able to:</p> <p>recall the major figures and movements in church history that contribute to contemporary hymns and songs</p> |
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| articulate the benefits of singing for the life of a church community |
| analyze hymns and songs for form and style |
| connect cultural movements in Christian history with hymn and song styles |
| utilize research tools for context and interpretation of individual hymns and songs |

TENTATIVE COURSE SCHEDULE

| Week | Module | Date | Topic | Readings | Activities and Assignments | Due Date | Weight (%) |
|------|--------|------------|--------------------|---|----------------------------|----------|------------|
| 1 | 00 | January 8 | Introductions | Syllabus and Course Outline: "What is a church song?" | | | |
| 2 | 01 | January 15 | What Churches Sing | Hawn, New Songs, <i>Intro</i> , pp. xxv-xlvi; Perez, Adam, Shannan Baker, Elias Dummer, Marc Jolicoeur, and Mike Tapper. "‘Do It Again’: Chart-Topping Worship Songs and the Churches Behind Them." <i>Liturgy</i> 38, no. 4 (October 2, 2023): 31–40. https://doi.org/10.1080/0458063X.2023.2259766 (https://doi.org/10.1080/0458063X.2023.2259766) . | | | |
| 3 | 02 | January 22 | Why Churches Sing | Brian Wren, "Why Congregational Song is Indispensable" in <i>Praying Twice</i> (Louisville: Westminster John Knox Press, 2000), pp 47-97. Calvin Stapert , <i>A New Song for an Old World: Musical Thought in the Early Church</i> , (Grand Rapids, MI: Eerdmans, 2007), pp. 13-28 and 42-5. Myrick, Nathan. "Embodying the Spirit: Toward a Theology of Entrainment." <i>Liturgy</i> 33, no. 3 (July 3, 2018): 29–36. https://doi.org/10.1080/0458063X.2018.1449516 (https://doi.org/10.1080/0458063X.2018.1449516) | | | |

| Week | Module | Date | Topic | Readings | Activities and Assignments | Due Date | Weight (%) |
|--------------|--------|-------------|--------------------------------|---|---|-------------|------------|
| 4 | 03 | January 29 | What Jesus Sang | <p>Margot Fassler, “Psalmody and the Medieval Cantor: Ancient Models in the Service of Modern Praxis.” <i>Musicians for the Churches: Reflections on Formation and Vocation</i>, editor Margot Fassler. Yale Institute of Sacred Music, 2001. pp. 3-14.</p> <p>Guthrie, Steven R. “Love the Lord with All Your Voice: Singing Is a Forgotten--but Essential--Spiritual Discipline.” <i>Christianity Today</i> 57, no. 5 (June 2013): 44-47.</p> <p>Hawn, New Songs, <i>Ch. 1</i>, pp. 1-36</p> | | | |
| 5 | 04 | February 5 | Christian Doctrine in the Hymn | <p>Kim Belcher, “Trinitarian Hymns in the East and the West” <i>Hymns and Hymnody</i>, vol. 1, pp. 95-105</p> <p>Hawn, New Songs, <i>Ch. 2</i>, pp. 39-68</p> | | | |
| 6 | 05 | February 12 | Biblical Interpretation | <p>Song-writing Workshop: Dr. Karen Sunabacka</p> <p>Hawn, New Songs, <i>Ch. 3</i>, pp. 71-99</p> <p>Shelley, Braxton D. 2020. ““I Love It When You Play that Holy Ghost Chord”: Sounding Sacramentality in the Black Gospel Tradition” <i>Religions</i> 11, no. 9: 452. https://doi.org/10.3390/rel11090452</p> | Hymn Memorization and Presentation | February 12 | 20 |
| READING WEEK | | | | | | | |
| 7 | 06 | February 26 | Melody and Identity | <p>GUEST Lecture: Mykayla Turner</p> <p>Lambert, “Walking in the Resurrection: Anabaptists” in <i>Singing the Resurrection</i>, pp. 85-118</p> <p>Hawn, New Songs, <i>Ch. 5</i>, pp. 131-171</p> | Songs for Song Analysis | | |

| Week | Module | Date | Topic | Readings | Activities and Assignments | Due Date | Weight (%) |
|------|--------|----------|---|---|--|----------|------------|
| 8 | 07 | March 4 | Evangelism | Westermeyer, "The Wesleys" <i>Te Deum</i> , 205-215; Hawn, New Songs, <i>Ch. 4</i> , pp. 105-127 | | | |
| 9 | 08 | March 11 | Intimacy | <p>Intro to the Organ: Workshop</p> <p>Joseph Herl, "German Lutheran Hymnody" Hymns and Hymnody vol. 2, pp 179-193.</p> <p>Beverly Howard, "Fanny Crosby: Songs of Salvation, Consecration, Service and Heaven." Hymns and Hymnody vol. 3, pp 15-33.</p> <p>Hawn, New Songs, <i>Ch. 6</i>, pp. 175-205</p> | Song Analysis Preparation Worksheet | | |
| 10 | 09 | March 18 | Authenticity | <p>Monique Ingalls, "Style Matters: Contemporary Worship Music and the Meaning of Popular Musical Borrowings" in <i>Liturgy</i>, vol. 33:3, 37-45.</p> <p>Alisha Lola Jones, "'Playin' Church': Questioning Authenticity in Black Gendered Gospel Performance." <i>Readings in African Worship</i>, Vol. 2. Edited by James Abbingtion. Chicago: GIA Publication, 2014.</p> | Song Analysis | March 18 | 30% |
| 11 | 10 | March 25 | Local | <p>Lim Swee Hong, "Where is our song going?" vis a vis "Where should our song be going?: The trajectory of Global Song in North America" <i>The Hymn</i>, Spring 2018</p> <p>Hawn, New Songs, <i>Ch. 7</i>, pp. 228-302</p> | | | |
| 12 | 11 | April 1 | Ecumenical | Hawn, New Songs, <i>Ch. 7</i> , pp. 207-228, 302-355 | | | |
| | | | <p>Final Assessment Period</p> <p>Podcasts or Papers due April 10 by 11:59pm (30%)</p> | | | | |

TEXTS / MATERIALS

| Title / Name | Notes / Comments | Required |
|--|--------------------------------------|----------|
| New Songs of Celebration Render: Congregational Song in the Twenty-First Century. Chicago: GIA Publications, Inc., 2013. | Available at the UWaterloo Bookstore | Yes |

Suggested: “Voices Together.” Ed. By Benjamin Philip Bergey, Desmond Harrison, Russel Adrian, Brandon Leis, Mark Diller Harder, Darryl Neustaedter Barg, and Bradley Kauffman. Harrisonburg, Virginia: MennoMedia, 2020.

- Although a new denominational hymnal, this resource attempts to represent historical, Global and contemporary hymnody while making it accessible to Mennonite Congregations.
- Available in the UWaterloo Bookstore

STUDENT ASSESSMENT

| Component | Value |
|-------------------------------------|-------|
| Class Participation | 20 |
| Song Memorization and Presentation | 15 |
| Songs for Song Analysis | 5 |
| Song Analysis Preparation Worksheet | 15 |
| Song Analysis | 15 |
| Final Project | 30 |

- Class activities: Full marks are award for preparation (have assigned readings ready to reference in print on electronic copies, and have one idea ready to discuss) and participation through note taking (demonstrate through having a pencil and notebook ready) and eyes up. Two classes are dropped out of 12.
- Memorize a song: choose a song (at least eight lines long) not discussed in class to memorize and present to the class. You may present by saying the text or singing it with accompaniment. Give a brief (1 minute) explanation of why you chose it.
- Song Analysis: Write analyses of two hymns of different styles. Include an aesthetic, stylistic, and theological examination and suggest appropriate liturgical uses. Each analysis should be 3 pages double-spaced. The Songs for Song Analysis and Preparation Worksheet are preparatory pieces for this paper.
- Final project: Podcast, Paper, or Song Festival
 - Podcast project: you and a partner (assigned) will plan and record two ten-minute podcasts that introduce a great church song worth knowing more about. The podcast should be conversational but informative, and also give some personal information about what drew you to the song. Discuss both the text and the music, and why they fit together well. The best podcasts in the class will be broadcast along with a recording of the song performed by the Chapel Choir of the University of Waterloo.
 - Term Paper: A research paper examining the hymn repertory of a particular congregation. Research questions should be: how does the hymn repertory reflect the historical, cultural, and theological identity of the congregation? The paper should be 10 pages including bibliography and a repertory list.
 - If 80% of the class agrees, we will plan a public Song Festival together. This song festival will be supported by the Conrad Grebel Chapel Choir. Each student will choose a song to introduce and then sing together. Introduce should be short (5 minutes) and informative, providing the same introduction as described for the Podcast project. Students will be graded on their song choice, introduction, and participation in planning.

ASSIGNMENT SCREENING

Text matching software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin and alternatives in this course. See Administrative Policy below for more information and links.

ADMINISTRATIVE POLICY

LATE POLICY

Class activities are part of class and therefore cannot be turned in late. All other assignments have a one week automatic extension. After one week you will receive 2% deduction from the final grade unless you have made an agreement with me prior to the due date.

GENERATIVE AI

This course includes the independent development and practice of specific skills, such as analyzing text and music, and applying contextual study to song interpretation and performance. Therefore, the use of Generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of [Policy 71](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage ([ICAI](https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf) (https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf) , n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or TA to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee: <https://uwaterloo.ca/copy-right-at-waterloo/teaching/generative-artificial-intelligence> (https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence)

Students are encouraged to reach out to campus supports if they need help with their coursework including:

- [Student Success Office](https://uwaterloo.ca/student-success/resources) (https://uwaterloo.ca/student-success/resources) for help with skills like notetaking and time management
- [Writing and Communication Centre](https://uwaterloo.ca/writing-and-communication-centre/services-o/services-undergraduate-students) (https://uwaterloo.ca/writing-and-communication-centre/services-o/services-undergraduate-students) for assignments with writing or presentations
- [AccessAbility Services](https://uwaterloo.ca/accessability-services/students) (https://uwaterloo.ca/accessability-services/students) for documented accommodations
- [Library](https://uwaterloo.ca/library/research-supports/quick-start-guide) (https://uwaterloo.ca/library/research-supports/quick-start-guide) for research-based assignments

Territorial Acknowledgement: The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the [Office of Indigenous Relations](https://uwaterloo.ca/indigenous) (https://uwaterloo.ca/indigenous)

ACADEMIC FREEDOM AT THE UNIVERSITY OF WATERLOO

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

ACCOMMODATING RELIGIOUS AND SPIRITUAL OBSERVANCES

The University of Waterloo has a duty to [accommodate religious, spiritual, and other creed-based beliefs and practices](https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) (https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) under the Ontario Human Rights Commission (2015) [Policy on preventing discrimination based on creed](https://www.ohrc.on.ca/en/policy-preventing-discrimination-based-creed) (https://www.ohrc.on.ca/en/policy-preventing-discrimination-based-creed) . Students may seek accommodations for missed course components on religious, spiritual, or other creed grounds. In such cases the students should please consult the instructor within two weeks of the announcement of the due date for which the accommodation is being sought.

ANTI-RACISM STATEMENT

The University of Waterloo does not tolerate racism or any other form of discrimination and expects campus community members to contribute to a culture where all members feel safe and valued. Any member of the campus community who has experienced racism or discrimination at the University is encouraged to review available processes for addressing their concerns under Policy 33 – Ethical Behaviour and to seek guidance from the Equity Office via email at equity@uwaterloo.ca (https://uwaterloo.ca/presidents-anti-racism-taskforce/part-report/equity@uwaterloo.ca) or through their [website](https://uwaterloo.ca/equity-diversity-inclusion-anti-racism/) (https://uwaterloo.ca/equity-diversity-inclusion-anti-racism/)

CROSS-LISTED COURSES

Please note that a cross-listed course will count in all respective averages no matter under which subject code it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science subject code.

DECLARING ABSENCES

For all of the following categories of absence students are responsible for getting in touch with their course instructors as soon as possible to discuss possible accommodations for the missed course component(s). The course instructor will determine how the missed work is accommodated. Absences will be accommodated according to the [academic regulations section of the undergraduate calendar](https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) (https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) .

If you are unable to complete a course component due to [self-declared COVID-related reasons](https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students#public-health) (https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students#public-health) or [a two-day short-term absence](https://uwaterloo.ca/registrar/current-students/undergraduate-student-short-term-absences) (https://uwaterloo.ca/registrar/current-students/undergraduate-student-short-term-absences) then you should submit a self-declaration of absence through [Quest](https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students) (https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students) .

If your absence is due to an [illness not pandemic-related](https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#VIF) (https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#VIF) , then a [UW Verification of Illness form](https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#VIF), (https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#VIF) completed by a health professional, must be uploaded and submitted through the [Verification of Illness or Extenuating Circumstances Process](https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other). (https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other) The VIF is the only acceptable documentation for an absence due to illness. Do not submit the VIF or any other medical documentation to your instructors, teaching assistants, or other course personnel.

If your absence is due to other [extenuating circumstances](https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other) (https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other) (e.g., bereavement), then you must submit all documentation related to the absence (e.g., obituary) through the [Verification of Illness or Extenuating Circumstances Process](https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other) (https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances#submit-other) .

Submission through the VIF or Extenuating Circumstances System, once approved, will notify your instructors of your absence.

If your absence is due to a [religious or spiritual observance](https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) (https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) please inform the instructor within two weeks of the announcement of the due date for which the accommodation is being sought. However, you are responsible for contacting instructors to discuss accommodation arrangements.

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).

MENTAL HEALTH SUPPORT

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

On campus supports

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health and counselling if they are needed. For counselling (individual or group) reach out to [Campus Wellness and Counselling Services](https://uwaterloo.ca/campus-wellness/counselling-services). (<https://uwaterloo.ca/campus-wellness/counselling-services>) Counselling Services strives to provide a secure, supportive environment for students of all orientations and backgrounds. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Other on-campus supports

- [MATES](https://wusa.ca/services/uw-mates) (<https://wusa.ca/services/uw-mates>) : one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Download the [WatSafe app](https://uwaterloo.ca/watsafe/) (<https://uwaterloo.ca/watsafe/>) to your phone to quickly access mental health support information
- [Empower Me](https://uwaterloo.us11.list-manage.com/track/click?u=f5194df42b6fc63ac2f0875eb&id=6859501915&e=d4e4205e24) (<https://uwaterloo.us11.list-manage.com/track/click?u=f5194df42b6fc63ac2f0875eb&id=6859501915&e=d4e4205e24>) : to access create an account on the Dialogue mobile app or on the web at www.studentcare.ca/dialogue (<http://www.studentcare.ca/dialogue>)
- [Sexual Violence Prevention and Response Centre](https://uwaterloo.ca/sexual-violence-prevention-response-office/) (<https://uwaterloo.ca/sexual-violence-prevention-response-office/>) - supports all members of the University of Waterloo campus community who have experienced or been impacted by sexual violence.

Off campus supports

- [Good2Talk](https://good2talk.ca/) (<https://good2talk.ca/>) : Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300
- [St. Mary's Hospital](https://uwaterloo.us11.list-manage.com/track/click?u=f5194df42b6fc63ac2f0875eb&id=f9ffc07602&e=d4e4205e24) (<https://uwaterloo.us11.list-manage.com/track/click?u=f5194df42b6fc63ac2f0875eb&id=f9ffc07602&e=d4e4205e24>) - 519-744-3311
- [Here 24/7](https://here247.ca/) (<https://here247.ca/>) : Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- 988 Suicide Crisis Helpline: a 24/7 urgent mental health care three-digit helpline
- [OK2BME](https://ok2bme.ca/) (<https://ok2bme.ca/>) : set of support services for Two-Spirit, lesbian, gay, bisexual, trans, queer, intersex, asexual (@SLGBTQIA+) and questioning kids, teens, adults, and their families in Waterloo Region. Phone: 519-884-0000 or e-mail ok2bme@caminowellbeing.ca (<mailto:ok2bme@caminowellbeing.ca>)
- [Sexual Assault Support Centre of Waterloo Region](http://www.sascwr.org/) (<http://www.sascwr.org/>) - offers individual counselling to people of all genders, 16+ who have been sexually assaulted at any point in their lives. As well as short-term support for family members or friends of sexual assault survivors. Also, information and referrals

More information about resources and supports for students can be found online in on the [Faculty of Arts Student Support](https://uwaterloo.ca/arts/undergraduate/student-support/) (<https://uwaterloo.ca/arts/undergraduate/student-support/>) page.

PRONOUNS AND CHOSEN OR PREFERRED FIRST NAME

Students can verify their chosen or preferred first name by logging into [WatIAM](https://idm.uwaterloo.ca/watiam/) (<https://idm.uwaterloo.ca/watiam/>) . Your chosen or preferred first name listed in WatIAM will be used across campus (e.g., in LEARN, Quest, WaterlooWorks, WatCard, etc). Your legal first name will always be used on certain official documents, such as diplomas and transcripts.

Students can view and change their pronouns in [Quest](https://uwaterloo.ca/quest/help/students/how-do-i/view-or-update-my-personal-information) (<https://uwaterloo.ca/quest/help/students/how-do-i/view-or-update-my-personal-information>) . Should you choose to include your pronouns in Quest, your pronouns will be accessible by instructors, advisors, and employees with access to Quest. If no pronoun is added, the field in Quest will remain blank.

UNIVERSITY POLICY

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. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (https://uwaterloo.ca/academic-integrity/) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (https://uwaterloo.ca/academic-integrity/) for more information.] 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](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) . For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) (https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) .

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (other than a petition) or [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) .

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/accessability-services/) (https://uwaterloo.ca/accessability-services/) , located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

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 alternate assignment.