

PACS 329/LS 344 Restorative Justice	Fall 2021 Peace & Conflict Studies Conrad Grebel University College University of Waterloo
Instructor's: Office: Email:	Chris Cowie by appointment <u>c3cowie@uwaterloo.ca</u> Please note: instructor only replies to Waterloo emails, not ones sent via D2L platform.
Required Texts	(1) Course Reader (Available from UW Bookstore and downloadable online) (2) Some material will be obtained directly from course instructors or via D2L

Course Description

This is a seminar course investigating the history, theory, principles, practices and people of restorative justice. Content will center on restorative justice as a way of dealing with interpersonal conflict and violence in the Canadian context. Although the roots of restorative justice practice go back 1,000's of years in many indigenous communities, it is only since the mid-1970's that restorative practices garnered consideration within the Western legal system as viable diversion options.

This course will be an opportunity for students to gain a first look into a different way of seeing, articulating and participating in justice – as tangible, complex, and relationship-focused.

This course will not be a purely intellectual experience. Course content is likely to reach students at a personal level. This can make for a powerful learning experience, and yet it can be difficult at times.

*Please see warning below

This course will follow four themes related to restorative justice:

- (1) **Context** – What does our society tell us about justice? What is the context out of which the Restorative Justice movement emerged? How does the Canadian Criminal Justice System conceptualize and implement justice?
- (2) **The people of restorative justice** – What does justice mean to victims, offenders and communities? How do people experience crime – both those who are harmed and those who cause it? How does crime impact communities?
- (3) **Restorative Justice Models** – What does restorative justice look like in practice? What are some of the models that introduce the world view in various contexts? What are the limits and possibilities of these practices?

***WARNING:** *Some of the course content might be difficult. We will be exploring topics that might trigger overwhelming feelings for some. Please note that the class is not intended to be a therapeutic environment, rather an educational one where difficult issues can be explored in depth. If you suspect that a particular topic/class will be too difficult emotionally for you, please contact the instructor in advance to make alternative arrangements. Please consult the syllabus regularly for an outline of each class.*

Land Acknowledgement

We would like to acknowledge that we are on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River. Considering that this course is about restoring justice, as much as possible, to those who have been harmed, it is important to acknowledge our role as treaty people, and our responsibility to attempt to make things right in this regard.

Learning Outcomes

By the end of the term, students should be able to:

- Explain the history, theory, principles, practices and people of restorative justice.
- Appreciate the impact of criminal and noncriminal harm on victims, offenders and communities.
- Articulate reasons – personal and social – why some people commit harm.
- Identify various types of restorative justice practices and models.
- Describe some of the complex dynamics of interpersonal violence.
- Articulate limits and possibilities of restorative practices.
- Articulate the different philosophies restorative justice and the western criminal justice systems are predicated on.
- Apply a restorative worldview to a situation of crime, injustice or any act of wrongdoing.
- Practice restorative values inside the classroom.

Teaching Philosophy

1) Critical & Creative Thinking: We appreciate when people ask thoughtful questions and formulate their own original ideas and conclusions.

2) Participatory Learning: We value co-learning with students. We understand that we have a particular role as course instructors, yet I will do this by eliciting the life experience/wisdom of students. We value student participation, and think the success of the course depends on it.

3) Bridging Theory & Practice: We are interested in fostering a learning environment wherein the principles and practices of Restorative Justice can be explored.

5) Fun: We appreciate that the study of conflict and justice can be difficult and value fun and appropriate humour as a way to maintain health and balance. We value spaces where both can co-exist.

6) Fairness & Feedback: We appreciate when people receive continuous, fair feedback on coursework and assignments

7) Safety & Respect: We like when people contribute thoughts in a respectful manner, without fear of backlash. This will be an integral aspect of this course's success. For this reason, we ask that all ideas be respectfully considered, as well as requests for confidentiality. We are committed to making the learning environment as safe as possible.

Accommodation for Students with Disabilities

Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

Course Outline

Date	Subject	Required Reading	Assignment Due
Week 1: – September 13-19	Introduction	No readings	Discussion Post 1 due September 16, 11:59 PM Discussion Response 1 due September 19, 11:59 PM
Week 2: September 20-26	Building a Restorative Worldview	<ul style="list-style-type: none"> • Compensation and Punishment: “Justice” Depends on Whether or Not We’re a Victim (NYU) • “Digging for the Healing Vision” in Returning to the Teachings (Ross) • “Restorative Justice and the Philosophical Theories of Criminal Punishment” in The Spiritual Roots of Restorative Justice (Brunk) • “An Overview” in The Little Book of Restorative Justice (Zehr) 	Discussion Post 2 due September 23, 11:59 PM Discussion Response 2 due September 26, 11:59 PM
Week 3: September 27 – October 3	Victimization, trauma, and cycles of violence	<ul style="list-style-type: none"> • “The Victim”, in Changing Lenses (Zehr) • “Disconnection” in Trauma and Recovery (Herman) 	Key Learning Assignment 1 due October 3, 11:59 PM
Week 4: October 4-10	Offending and Prison	<ul style="list-style-type: none"> • “The Offender” in Changing Lenses (Zehr) • “Introduction: Prison reform or prison abolition”, in Are Prisons Obsolete? (Davis) • “CoSA: An Evaluation of the Pilot Project in South-Central Ontario”, i-ii (CoSA) • Excerpts from A Crowbar in the Buddhist Garden (Reid) • Excerpts from Down Inside (Clark) 	Discussion Post 3 due October 7, 11:59 PM Discussion Response 3 due October 10, 11:59 PM
Week 5: October 11- 17 (no coursework)	Reading Week	No readings	
Week 6: October 18-24	Shame, Power, Taking an asset-based approach	<ul style="list-style-type: none"> • “Why and How does Shaming Work?” in Crime, Shame and Reintegration (Braithwaite) • “Introduction”, in Building Communities from the Inside Out, (Kretzmann and McKnight) 	Discussion Post 4 due October 21, 11:59 PM Discussion Response 4 due October 24, 11:59 PM
Week 7: October 25-31	Restorative Justice in Practice	<ul style="list-style-type: none"> • “An Overview” in The Little Book of Family Group Conferences (Macrae and Zehr) • “Circles in Practice” in The Little Book of Circle Processes (Pranis) 	Discussion Post 5 due October 28, 11:59 PM

		<ul style="list-style-type: none"> • “What is VOC?” in The Little Book of Victim Offender Mediation (Stutzman-Amstutz) • “Use of Peace Circles in Large-Scale Community Conflict: A case Study” (Hamlin and Darling) 	Discussion Response 5 due October 31, 11:59 PM
Week 8: November 1 – 7	RJ & Serious Crime	<ul style="list-style-type: none"> • “Victims and Offenders” in Restorative Justice and Criminal Justice (Hudson) • “Victims” from Little Book of Restorative Justice and Sexual Abuse • “Learning to Forgive” (Roth) • “Might informative Media Reporting of Sexual Offending Influence Community Members’ Attitudes Towards Sex Offenders” (Malinen, et al) 	Law and Order Critique due November 7, 11:59 PM
Week 9: November 8 – 14	Navigating a New Restorative Worldview	<ul style="list-style-type: none"> • “Restorative Justice In Everyday Life” in the Handbook of Restorative Justice (Wachtel and McCold) • “Compassion, Justice and the Work of Restoration”, from the 2013 Bechtel Lectures: Violence Victimhood and Recovery (Marshall) <p>Fear of Crime CPC Fact Sheet</p>	
Week 10: November 15 – 21 (Considered a short week, no classes on M & T)	Meeting with Practitioners	No Readings, just review course material posted on Learn	Key Learning Assignment 2 due November 21, 11:59 PM
Week 11: November 22 – 28	Power, privilege, and systemic racism	<ul style="list-style-type: none"> • Pages 18-23 from “Introduction to the Politics of Restorative Justice” in The Politics of Restorative Justice (Woolford) • “Introduction” in The New Jim Crow (Alexander) • “Your Silence Will Not Protect You”, from Colorizing Restorative Justice (Sherrod) (Chapter is not in course reader but posted by instructor on Learn under Week 11) 	
Week 12: November 29 – December 5	Healing Historical Harms	<ul style="list-style-type: none"> • “Essential Elements of Healing After Massive Trauma” in The Handbook of Restorative Justice (Danieli) • “Reparations and Restorative Justice: Responding to the Gross Violations of Human Rights” in Restorative Justice and Family Violence (Cunneen) • “Healing from Lies that make us crazy: Practices of Restorative Solidarity” in Yours, Mine, Ours (Enns & Meyers) • “Decolonization is not a Metaphor” (Tuck & Yang) 	Final Assignment due December 5, 11:59 PM

		<ul style="list-style-type: none"> “Learning to See Relationally; Seeing Justice Relationally” from Indigenous Healing (Ross) 	
Week 13: December 6-12	Emerging trends, clarifying key terms Class presentations	Additional readings will be provided.	
Week 14 December 13-19 (Considered a short week, no classes on W-F as classes end on April 14th)	Class presentations Conclusion	No readings	

Course Assessment

(1) Participation	20%
(2) Key Learning Assignments (2)	30%
(3) Law and Order Critique	20%
(4) Group Assignment	30%

Course Assessment: Details & Instructions

Participation (20%)

Course participation marks will reflect an assessment of students' engagement in online discussions. (5 postings x 4% each, totaling 20%)

Class discussion is intended to both deepen your understanding of the course material, help you connect with your classmates, and explore your insights with one another. Participation in discussions is an important part of the learning process in this course.

How Your Discussion is Graded

You are expected to make one quality post and one quality response for each Discussion by the exact dates and times given in the Course Outline.

Your grade will be based on the quality of your contribution to the discussion..

A quality original post would fully answer the question; provide a rationale of your position; integrate ideas from course lectures and readings; demonstrate critical thinking and/or pose further stimulating questions to extend the discussion; and contain no serious grammatical/writing errors.

A quality response to your peer would provide constructive feedback; include a rationale for support or counter-argument; maintain a professional, respectful tone throughout; and contain no serious grammatical/writing errors.

No citations or references required except if you are using a direct quote.

Step 1: Your original post

For each Discussion, write a 200-300 word response. Post your response by Thursday to your group's discussion topic. Discussions can be accessed by clicking on **Connect** then **Discussions** on the course navigation bar.

Step 2: Your response to a peer

You will not be able to view your group members' discussion posts until you after you complete step 1. On Friday through Sunday of the discussion week, read through your classmates' discussion posts and provide a written response (min 250 words) to at least one of your classmates. The response to your classmate's post is due no later than Sunday evening of the discussion week. Discussions will lock on Sunday at midnight. At that time, you will continue to be able to see the discussion postings, but you will not be able to contribute any additional discussion posts.

Discussion Groups

You will be split into your marking groups (A and B) and interact within that group throughout the term via discussion posts. Group membership can be viewed by clicking **Connect** and then **Groups** on the course navigation bar.

Key Learning Assignments (2 assignments, worth 15% each)

Please submit via LEARN.

All written assignments must be submitted in Word (doc, rtf, etc.) format. **Do not submit in PDF format.**

- Key Learning Assignments are to be 3 pages in length each, double spaced, Times New Roman, 12 font.
- Key Learning Assignments will be graded based on the course rubric, and will be worth 15% each. You will write 2 of them. Topics provided below.

- Although you may only reference course material for this assignment, bibliography and citations are required.

Paper topics:

Key Learning Assignment 1 - Restorative vs. Rehabilitative theory

In week 2 we discuss the dominant theories of justice that emerge from the Brunk reading. In this summary you are asked to compare and contrast the rehabilitative theory with restorative justice. Your objective is to provide an analysis of the key concepts, issues, ideas, etc. that are similar and different between rehabilitation and restorative justice. Your primary focus should be on a critical analysis of the conceptual underpinnings of the two approaches. Your aim is to demonstrate that you understand and appreciate the key concepts within the two approaches well enough that you are able to identify in what ways they are comparable, and in what ways they are at variance with one another.

Key Learning Assignment 2 - Restorative Justice and me...

Choose a personal experience of injustice or harm and describe how a restorative justice process may have altered outcomes and why. Use the following questions as a guide: Briefly describe the experience. How were you affected by this? What did you do (or not do)? What model of restorative justice would have been the most applicable to the situation you are reflecting on and why? How might the outcomes have been different if that model had been employed? What does this make you think about restorative justice?

Be sure to view your experience through a complete restorative lens and include insights gained from all relevant aspects of course information such as trauma, accountability, shame etc. Even though this is a personal reflection you must use solid references to support the points you make.

Law and Order Critique (20%)

Please submit via LEARN.

All written assignments must be submitted in Word (doc, rtf, etc.) format. **Do not submit in PDF format.**

The purpose of this course is not simply to accumulate knowledge about the concepts associated with Restorative Justice. The primary purpose is to develop a new lens through which to view established and frequently accepted systems of justice, determine the values and assumptions they are predicated on and determine their potential effectiveness. This new lens also provides a means to assess whether or not systems reflect one's own values and assumptions.

Criminal Justice is a prevalent topic in popular media (television, film, literature etc.). The popular television crime drama Law and Order ran for 20 seasons between 1990 and 2010 and spawned several spinoff shows that have been equally as popular. The original series were one hour shows that take place in New York based on real crimes. A show consists of a half hour portrayal of a crime being investigated by police followed by a half hour portrayal of the prosecution of the criminal in court.

Assignment breakdown:

For the purpose of this assignment, you are to watch an episode of Law and Order (the original series only, not SVU, etc.) and write a critique of the show through a restorative lens. Your critique must address the following:

1. What are the values you can identify regarding the justice system that is being portrayed in the show and what assumptions are those values predicated on. Identify values which relate to victims, offenders, communities, trauma, shame, accountability etc.? What assumptions are those values based on? Tie in theories from the course.
2. Identify restorative values that are missing. What assumptions are those values predicated on?
3. Do you believe that this portrayal of the system has an impact on viewers' faith in the system and their perception of its effectiveness?
 - If so, describe the impact and comment on whether it contributes to a positive, negative or neutral influence on the general public's perception of the criminal justice system that is portrayed and its effectiveness. Is the show contributing to a realistic understanding of what those impacted by crime (offenders, victims, community etc.) require and desire from the system?

- If not, provide rationale for why you believe the portrayal of the system does not influence an individual's perceptions.

This assignment is to be 5 pages in length, double spaced, Times New Roman 12 font. Please include the episode title in your cover page. Grading will be according to the course rubric and how well the paper:

- Draws on specific details from the episode
- Correctly identifies and describes underlying assumptions and values
- Clearly critiques the show from the perspective of a restorative world view.
- Draws a logical connection from watching the show to its potential impact on a viewer's perception of justice.

All comments made that are stated as fact require relevant references to support them. Whether referencing course material or other material a bibliography and citations are required.

Final Group Project (30%)

Each group is responsible for submitting via LEARN:

- a) 1 copy of your group's written proposal, and
- b) 1 copy of your group's presentation powerpoint.

Each individual is responsible for submitting via LEARN their peer evaluations of group members.

All written assignments must be submitted in Word (doc, rtf, etc.) format. **Do not submit in PDF format.**

Scenario:

A community with a history of violence, gang activity and social problems has worked hard to address problems in their community. The police have adopted a community policing model, which has resulted in increased levels of trust. A church decided to move into the community and demonstrate care and openness. Many community members who have never had much interest begin to attend some church outreach events like garage sales and BBQs. Positive relationships are forged. An increase in Municipal funding has resulted in more vibrant programs for mothers and infants, mothers and toddlers, after school programs for young students and a variety of sports and recreational programs for youth, adults and seniors.

After a few years, it is evident that these efforts are paying off. The incidents of violence and crime have reduced, people feel safer in their apartment buildings, parking lots and on the streets. High school students feel less stigmatized by students from wealthier communities. Consistent negative stories about the community, which had appeared routinely in the local newspaper and on TV news, have declined.

Then the community suffers a terrible murder. It is determined that the gang-style drive by shooting was committed by someone from outside the community and even outside the region. The victim was a well-known gang member who had renounced his gang affiliation. The headline in the local newspaper reads "Can Dangerous Communities Ever Really Change?" Local TV reports of the crime describe the community as "a historical hotbed for violence and trouble" and the murder victim as a "long-time gang member and trouble-maker." This makes many community members angry. They feel it is unfair that after a long period of progress and peace, one incident should result in their community being characterized as nothing but dangerous. Some are very upset that local media never covered the positive efforts and progress made. Students from the community again feel they are being judged, and even feared, by their peers at school. Friends of the victim and his family are particularly angry that no mention was made of the positive changes that he had made, including renouncing his gang affiliation, being a positive influence on local youth vulnerable to gang recruitment, maintaining steady employment and providing support for his 6-year-old son and working toward reconciliation with his son's mother.

You are part of a restorative justice organization and you receive a request from the Mayor's office and Municipal Council to develop a proposal that will address the current and historical trauma and renewed conflict that this incident has brought about. You and your colleagues accept the invitation and agree to develop a comprehensive proposal to apply restorative justice principles and practices to the situation. You agree to make a presentation to the Council demonstrating how the plan will bring healing to the community and address the interests of multiple stakeholders through a series of restorative processes.

Assignment Deliverables:

This assignment will be done in groups of no less than 4 and no more than 5. Students will not be permitted to complete this assignment individually.

1. **A 5-PAGE (1700 words max.) WRITTEN PROPOSAL:** You are to develop a proposal, outlining a series of restorative responses that best utilize existing community assets in order to bring healing to the community and the various entities that they are in conflict with. This assignment will require you to adapt standard restorative justice models to meet the specific needs that you identify. A comprehensive response will include:

- a) a **needs assessment**, identifying outstanding situations effected by the conflict
- b) a **proposed strategy** for responding restoratively to these needs with a **rationale** included, Throughout your proposal, be sure to identify:
 - How you will prepare the community for what you have planned?
 - What guidelines are required to enhance the models and processes you choose?
 - Who needs to participate in which processes and how?
 - Will any training be required?
 - What agreements will need to be brokered?
 - Will confidentiality be required and, if so, how will that be addressed?
- c) an **assessment of potential outcomes** of the intervention, and
- d) a **plan for following up** on the outcomes of the intervention.
 - How will you follow up to assess stakeholder follow-through and stakeholder satisfaction?
 - How will you measure the success of your intervention?

All references to restorative justice theories or models must be properly referenced from either course material provided or external research material. As part of your rationale, you must describe why you believe the model chosen will be effective, how the model will be implemented, and if any modifications will be made in order to adapt to time constraints, numbers of participants etc. If modifications are planned you will need to articulate how your strategy still conforms to restorative principles.

2. **CLASS PRESENTATION:** Each group will make a presentation using a PowerPoint to creatively highlight the contents of your proposal. How you decide who will present what aspects of your project is up to you, but it is important that all participate in as equitable a way as possible. The time allotted for presentations will be limited to 15 minutes, plus time for instructor and class questions.
- 3.

Group Presentation Marking Rubric

Name of Project _____

Group Members _____

Component	Sophisticated	Competent	Not Yet Complete
Content and Creativity (15)	The presentation contained an abundance of material, which clearly related to the main arguments. Presentation of material was original and presented in a creative way that held audience attention. Emphasis was provided to arguments in a way that sufficiently complemented written proposal.	The presentation contained material to support the main arguments, But: 1) not all material clearly related to the main arguments; 2) the presentation of the material was appropriate, but only somewhat held audience attention.	The audience had to make considerable effort to understand the underlying logic and flow of ideas. Major aspects of the analysis or recommendations were absent. Presentation lacked creativity and did not hold audience attention. Unclear aspects of the proposal were not sufficiently clarified.
Coherence and Organization (5)	Sophisticated The thesis, argument and solutions were clearly stated and examples were appropriate.	Competent Thesis, argument and solution were clearly stated, but: 1) some examples were redundant ;	Not Yet Complete The thesis, argument, solution and examples were not clear. Conclusion and/or recommendations were unclear.

Component	Sophisticated	Competent	Not Yet Complete
	Transitions and flow were easy to follow. Slides were error- free and logically presented.	2) the transitions and /or flow were somewhat difficult to follow; and/or 3) slides were not error-free and logically presented.	Transitions and flow were not logical. Slides contained errors and a lack of logical progression.
Speaking Skills and Participation (5)	Team members were poised and had clear articulation. Team balance was evident. Speaking was clear and compelling. Speakers demonstrated good volume, eye contact, confidence and enthusiasm for the subject matter. The presentation adhered to 15 minute allotment.	Team members were mostly audible and/or fluent on the topic, but: 1) There was an imbalance in team delivery; 2) speakers demonstrated fair volume and/or eye contact was broken with audience; 3) discomfort with public speaking was exuded; and/or 4) the presentation deviated somewhat from the 15 minute time allotment.	Team members were often inaudible and/or hesitant and relied heavily on notes. Speakers made distracting gestures with little or no audience eye contact. A high level of discomfort with public speaking was evident. The presentation did not adhere to 15 minute time allotment.
Total:			

4. **PEER EVALUATION:** Each student must submit a peer evaluation form. Please read the following carefully and ensure you understand how the peer evaluation will work.

Assignment Grading:

The written proposal and the presentation are each worth 50% of the assignment grade. The final individual grade for the assignment will be determined by the assignment grade multiplied by the average peer evaluation as described above.

The grade for this assignment is worth 30% of your overall course grade.

Peer grading format:

The following form will be used to help establish grades for your group members. The procedure used is as follows: You will assign points to each of your group members on a 10-point scale. We will average the points awarded to each group member and then transform that score into a percentage (e.g., 10 becomes 1.0; 9 becomes .9; 6 becomes .6, etc.) and multiply the percentage by the grade assigned to your group's case study. For example, if your group earned an 80% on the case study and the average of the points that your group members assigned to person X was an 8, person X's individual final grade for the project will be 64%. Please note that **you can have a major impact on the grade of your group members and that small percentage differences can produce sizable differences in final grades.** Assign points accordingly.

DO NOT try to anticipate what other members of your group may assign individual members when allocating your points. Assign whatever you feel is appropriate. **Everyone you feel contributed fully to the project should be assigned a 10.** Please assign only whole numbers, and do not rate yourself. Note also that the points you assign should be based exclusively on the *level and nature of people's contribution to the project*. Personality differences or differences of opinion should not compromise the points you assign them. In assigning points you should consider:

- The quantity of each individual's contribution
- The quality of each individual's contribution
- Valuable roles played by individuals (i.e., organizer, summarizer, clarifier, etc)
- The timeliness of people's contribution.
- Note: The quantity and quality of an individual's contribution is not limited to the written or presentation work. It also pertains to contributions to planning and strategy meetings, discussions regarding project direction and resolving group conflicts.

This information will be kept confidential. I will not allow anyone to see the completed forms and they will be deleted as soon as all data has been compiled. Please upload your completed form to the Peer Evaluation dropbox on our site.

Your Name _____

FIRST AND LAST NAME OF GROUP MEMBERS	SCORE
1.	
2.	
3.	
4.	
5.	

You must provide a justification below *for each group member to whom you assign a score of anything less than 10/10*. This information will be provided anonymously to the respective members as feedback regarding their participation. No feedback is required for, nor will any be sent to, those who earn 10/10.

Note about APA 6 referencing:

APA 6 must be adhered to. There are many online tools and guides that cover every aspect of APA 6 referencing. This is one that can be used as a guide.

Please ensure that page numbers are only provided in an in-paper citation if it is referencing a direct quote.

Course Rubric

Aspect	Below Expectations	Satisfactory	Good	Exceeds Expectations
Form (5) <ul style="list-style-type: none"> • Introduction/Body/Conclusion • Sequence and organization of thought 	(1) No clear form, disorganized	(3) Somewhat organized, but still much disjointed thought	(4) Organized and flows well, can follow author's thought	(5) Clearly Structured Intro/body/conclusion, excellent sequencing and organization of thought
Mark:		Comments:		
Conventions (10) <ul style="list-style-type: none"> • Spelling and punctuation • Grammar • Sentence Structure • Adherence to APA 6 	(2) Many errors, does not adhere to APA 6	(6) A few errors, or APA 6 is not used properly	(8) Limited errors	(10) No errors, follows APA 6
Mark:		Comments:		
Writing style (10) <ul style="list-style-type: none"> • Clarity of content • Concise communication of concepts • Impact of language 	(2) Redundant and/or convoluted, very low impact	(6) Some fuzziness and/or redundancy, low impact	(8) Clearly and concisely written, impact is good	(10) Concise communication of concepts, writing has high impact
Mark:		Comments:		
Integration of course material (30) <ul style="list-style-type: none"> • Amount of course material used • Choice and application of evidence • External sources need to effectively integrate with course lectures and readings 	(6) Minimal and/or poor use of course material, external sources irrelevant	(18) Some course material used, somewhat relevant evidence	(24) Use of a variety of good sources, evidence is relevant	(30) Excellent amount of course material, used and evidence is highly relevant
Mark:		Comments:		
Original thought (45) <ul style="list-style-type: none"> • Critical thinking • Creative thinking • New ideas presented 	(13) Limited original thought, relies	(23) Some new ideas and interpretations	(34) Original thought is evident, interpretation of	(45) Outstanding original thought and insight, strong

Aspect	Below Expectations	Satisfactory	Good	Exceeds Expectations
<ul style="list-style-type: none"> Interpretation of course material 	solely on personal opinion	, relies mainly on personal opinion	material evident, clear arguments supported by research	interpretation of material, well presented arguments supported by research
Mark:		Comments:		
Instruction concerns Word count: Spacing: Font: Late (-5%/day):		Comments:		
Final Mark:		Comments:		

Assignment Deadlines and Extensions.

Late assignments will be deducted 5% per day unless extension request has been submitted.

Deadlines are firm. Assignments submitted late will be assessed an automatic penalty of 5% with an additional 5% penalty assessed per additional day. A valid medical document is required for medical excuses.

Missed Classes

Students who miss class are responsible to obtain lecture notes from classmates.

Standard Practice with Respect to Illness

From time to time students become ill or have ongoing medical conditions that prevent them from meeting academic obligations. The University is committed to assisting students who are ill and has established the following policy, which is fair and practical.

Documentation

Students in on-campus course who are ill and unable to meet assignment due dates or write a term test or final examination should seek medical treatment and provide confirmation of the illness to the instructor(s) within 48 hours by submitting a completed UW Verification of Illness Form to support requests for accommodation due to illness. Students in distance education courses must also provide confirmation of the illness but submit it to the Distance Education Office. The UW Verification of Illness Form is normally the only acceptable medical documentation and is available on line [here](#).

Students who consult their physician or use the services of an off-campus walk-in clinic must provide this form to the attending physician for completion; doctors' notes and forms created by the physician or clinic are normally not acceptable. Although not compelled to do so, instructors may accept medical documentation that contains the same information specified on the UW Verification of Illness Form. Health Services charges a \$10 fee for completing the University of Waterloo Verification of Illness Form, which is not covered by OHIP/UHIP. Fees for this service levied by off-campus practitioners are the student's responsibility.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

Grievances and 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.

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.

Mental Health Support

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

Covid-19:

Please review all relevant University of Waterloo information and protocols pertaining to Covid-19.

On Campus

Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655

MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services

Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454

Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880

Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247

OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website

Download UWaterloo and regional mental health resources (PDF)

Download the WatSafe app to your phone to quickly access mental health support information

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

Academic Integrity website (Arts)

Academic Integrity Office (uWaterloo)