

Why & How to Succeed in the Course

Why?

The purpose of Psychology 211 is to help students:

- Think more deeply and less reflexively about children's development
- Connect research results to the needs of children

The goal is to learn more about children's development from conception to middle childhood. Domains of interest to the field of psychology are:

- Physical development, including brain development
- Cognitive development, including language
- Social & emotional development

The outcomes of what you can learn in this course include:

- Knowing more than average about child development!
- Having justifiable confidence when interacting with children!

These outcomes will contribute to your:

- Success in other psychology courses
- Success in careers directly related to children (teaching, research, speech pathology, pediatrics, child psychology, child care, etc.)
- Success in careers indirectly related to children (software development, entrepreneurship, communication, general medical practice, health, social work, law, etc.).
- Success as wiser and happier parents, relatives, and friends of children

This course was developed by Dr. Kathleen Bloom. All material is copyrighted by Dr. Bloom and cannot be distributed or sold without her written permission.

How?

The Topic Roadmaps take you through the steps that will help you do well in the course. All Roadmaps contain 3 sections: **Read, View, and Extras.**

Read: You are responsible for the textbook content listed under **Read**. Check to make sure **what pages** you are responsible for knowing in each chapter. Sometimes they are those in the entire chapter, and sometimes they are certain pages only.

View: Lecture slides are available as PDF or PPT files. The files contain links to short videos and documents that are part of the lectures. The links are also listed for your convenience on the Roadmaps. Please study the information on slides, videos, and other lecture documents for the quizzes.

Extras: Some additional materials for students especially interested in deeper or other explorations of child development. This material **will not** be reflected in questions on the quizzes.

Final Hints on How to Succeed in Psychology 211

Lectures are **not** designed as repetitions of the material in the textbook. Therefore, successful completion of this course will require **mastery of both the textbook and lecture materials**. You can ask questions about any aspects of the materials on the Q&A discussion board. I look forward to knowing what you find confusing in the textbook or lectures. Your questions are important and invaluable to the course.

Quiz questions will be drawn fairly equally from both the textbook and the lectures. For those do not wish to purchase the textbook, four copies of the textbook are available for you on reserve in the Dana Porter Library. Please let me know if the class needs more copies on reserve. I would like the copies to be easily available to you.

Please see the Grade Breakdown document to learn the ways to obtain marks for the course up to 100%, as well as three ways to obtain up to 4% in bonus marks.

The instructions and rules of the course are explained in the website materials. It is your responsibility to know them. **How well you know the course instructions and rules will be reflected in your final mark.** As they say in law courts: *Ignorance is no excuse.*

For example, the **COURSE AND UNIVERSITY POLICIES** document tells you that if you miss an assignment or quiz, there is no way to make up the marks for it. Only in exceptional cases, and with *my approval* of a University of Waterloo Verification of Illness Form (VIF) completed by a qualified health professional, will an extension ever be considered by me. The VIF must provide specific information, such as the severity and dates of illness and how it specifically interfered with completing the assignment or quiz. No extensions are ever given for internet connections problems. My goal is to be completely fair to the many students in the course who follow the schedule for quizzes and assignments.

Submit your work well before the deadline hours. If you lose home internet, you have time to go to one of the many free internet resources in our community.



Materials and Resources

Textbook

Required

1. Berk, Laura E., & Meyers, Adena B. (2015). *Infants and children: Prenatal through middle childhood (8th ed)*. Pearson Education.

The 8th Edition of the text book is required reading. **NO OTHER EDITION IS ACCEPTABLE.**

Psychology 211 has placed **4 copies of the book on reserve** in the Dana Porter Library for those who do not wish to purchase the textbook. Please let us know if additional copies are needed.

No other textbook materials are required.

For textbook ordering information, please contact the [Waterloo Bookstore](#).

For your convenience, you can compile a list of required and optional course materials through [BookLook](#) using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519 888 4673 or toll-free at +1 866 330 7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

STUDY RESOURCES CONTAINED WITHIN THE TEXTBOOK:

Key terms	<ul style="list-style-type: none"> ○ Defined in-text (highlighted in blue) ○ Listed at the end of each chapter ○ Listed in the glossary at the back of the book
'Ask yourself' questions	<ul style="list-style-type: none"> ○ Box at the end of each major section ○ Review, apply, connect, reflect ○ Answers are on the MyDevelopmentLab website
End of chapter summary	<ul style="list-style-type: none"> ○ Review questions to prompt active learning ○ Covers key points in each major section of the chapter
Milestones table	<ul style="list-style-type: none"> ○ Appears at the end of each age division (infancy and toddlerhood, early childhood, middle childhood) ○ Summarizes major physical, cognitive, language, emotional, and social attainments

MY DEVELOPMENT LAB: A STUDY RESOURCE SOLD BY THE PUBLISHER OF THE TEXTBOOK

This resource **IS NOT REQUIRED, ADVOCATED, OR DISCOURAGED** by the Psych 211 professor. Do not expect Chapter Exams in this resource to be related to our Psych 211 course quizzes. Our course has no relationship to the publisher's materials beyond the textbook nor can we answer your questions from these resources.

Textbook chapters	<ul style="list-style-type: none"> ○ E-book version of the text
Pre-test	<ul style="list-style-type: none"> ○ Gauges proficiency before reading the chapter ○ Identifies areas of strength and weaknesses ○ Generates customized study plan
Post-test	<ul style="list-style-type: none"> ○ Same as the pre-test, but intended for after the student has read the chapter
Chapter Exam	<ul style="list-style-type: none"> ○ 25 multiple choice questions
Study guide	<ul style="list-style-type: none"> ○ Learning objectives for the chapter ○ Study questions covering each major section of the chapter ○ Crossword puzzles ○ Practice test and answers
Multimedia Library	<ul style="list-style-type: none"> ○ 'Ask yourself': questions from the text with grading option ○ Short biographies of important people ○ Explore: learning activities to stimulate student thinking ○ Quick review: multiple choice questions and answers ○ Simulate: interactive activities ○ Watch: videos
MyVirtualChild	<ul style="list-style-type: none"> ○ Interactive simulation that allows you to raise a child and monitor effects of your parenting decisions
Careers in human development	<ul style="list-style-type: none"> ○ Description of careers and how human development relates to those jobs

About the Professor

Dr. Kathleen Bloom

Educational Background

Kathleen Bloom received a BSc. from Loyola University-Chicago in Psychology & Biology, and a PhD from the University of North Carolina, home to the Frank Porter Graham Child Development Institute where she conducted her dissertation research. Dr. Bloom's early research was in the field of infant social development, studying the role of early vocalizations and eye contact in infant-adult interactions in the first months of life. Although she has spent most of her career at the University of Waterloo, she also taught for several years at Dalhousie University. For two years, while on leave from Dalhousie, Dr. Bloom taught developmental psychology research methods to paediatricians in the Child Development Program at Harvard University. There she learnt to conduct the Neonatal Behavioural Assessment Scale from Dr. T. B. Brazelton. On return to Dalhousie, Dr. Bloom worked as a developmental psychologist at the I.W.K Hospital for Children, assessing the neuro-behavioural status of infants and young children. Later, at Waterloo, she created *Research Works! for child literacy*, to promote knowledge-exchange partnerships between university researchers and literacy organizations. The project was part of the Community-University Research Alliances initiative of the Social Sciences and Humanities Research Council of Canada (SSHRC).



Current Research

As a result of the development of *Research Works!*, and with the inspiration and support of SSHRC, Dr. Bloom has become a passionate advocate for “knowledge mobilization,” that is, for making scholarly knowledge more useful and usable. She studies how research theory and data can be translated and have impact beyond the walls of academia. Dr. Bloom teaches undergraduate and graduate students how to best find, weigh, and summarize research findings as a service to society. Her consulting firm, *Knowledge Impact Strategies*, www.kimpact.ca, provides reviews of research to practitioners and policy makers in health, industry, education, and social services. You can learn more about this work at: <https://uwaterloo.ca/psychology/people-profiles/kathleen-bloom>.

Communication

Contact Us

Who and Why	Contact Details
<p>Instructor and TA</p> <ul style="list-style-type: none"> • Course-related questions (e.g., course content, deadlines and assignments) • Questions of a personal nature 	<p>Email</p> <p>Questions relating to academic issues (e.g., course content, deadlines, etc.) are sent to us (teaching assistants and professor) only at psych211@uwaterloo.ca. Be sure to include your full name in your email.</p> <p>Questions of a personal nature only (e.g., health issues) can be sent privately to the professor, Dr. Kathleen Bloom, at kbloom@uwaterloo.ca.</p> <p>Expect answers to questions by email only during our working hours which are from Monday to Friday between 8:30 AM-4:30 PM Eastern Time. We are eager to answer all of your questions about the course and try to respond within 24 hours. Your questions are of interest and of value to us.</p> <p>Discussion Boards</p> <p>We will make every effort to reply to your questions and comments within 24-48 hours, Monday to Friday. Please share your questions on discussion boards rather than email if you can. That way we are sharing with and helping other students too. It's more fun!</p>
<p>Technical Support</p> <ul style="list-style-type: none"> • Technical problems with Waterloo LEARN 	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p>

News

Please be responsible for all information posted on the NEWS page of the course LEARN website and all other information on the course website as well. That information will not be repeated to you in emails or discussion boards by the teaching assistants or the professor. On the other hand, if you are uncertain about any of the information posted, please ask us about it on the discussion boards or in an email.

Dr. Bloom uses the NEWS section of the course website to make important announcements throughout the term. In this course you **are expected to check the NEWS daily**. To make the process easier for you, set alerts on the website under Notifications, accessible by clicking the drop down arrow beside your user name in the top right hand corner of the screen. Follow instructions on LEARN:

Notifications
Control how you receive notifications about activity in your co

Contact Methods

Email Address
Send email notifications to: kbloom@uwaterloo.ca
[Change your email settings. NOT AVAILABLE](#)

Mobile Number
[Register your mobile](#)

Summary of Activity
Email me a summary of activity for each of my courses.

How often? **At what time?**

Daily 6:00 PM
Canada - Toronto

Instant Notifications	Email	SMS
Discussions - new message posted to a forum, topic or message for which I subscribed to instant notifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dropbox - dropbox folder due date or end date is 2 days away	<input type="checkbox"/>	<input type="checkbox"/>
ePortfolio - feedback added to subscribed items	<input type="checkbox"/>	<input type="checkbox"/>
ePortfolio - another user has subscribed to your updates	<input type="checkbox"/>	<input type="checkbox"/>
ePortfolio - feedback added to my items	<input type="checkbox"/>	<input type="checkbox"/>
Grades - grade item released	<input type="checkbox"/>	<input type="checkbox"/>
Grades - grade item updated	<input type="checkbox"/>	<input type="checkbox"/>
News - item updated	<input checked="" type="checkbox"/>	<input type="checkbox"/>
News - new item available	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quizzes - quiz end date is 2 days away	<input type="checkbox"/>	<input type="checkbox"/>

To ensure you are viewing the complete list of news items, you may need to click **Show All**.

Why do we want you to assume your responsibility for NEWS items and website materials? In university, careers, or jobs, you want to excel in carefully reading and following instructions. That's a simple secret to success. Most of you are already well skilled in gathering and processing important information. Psych 211 gives you another opportunity to practice this skill!

Course Schedule

Week	Class Date	Topic	Readings	Assignments	Weight
1	Sept. 14	Introduction to Developmental Psychology			
	Sept. 16	History, Theory, and Research Strategies	Ch. 1		
2	Sept. 21	Genetic and Environmental Foundations	Ch. 2	Introduce Yourself DEADLINE 4:00 PM	Bonus 1%
	Sept. 23	Prenatal Development	Ch. 3	Syllabus Quiz DEADLINE 4:00 PM	Bonus 1%
3	Sept. 28	Prenatal Development	Ch. 3		
	Sept. 30	Birth and the Newborn Baby	Ch. 4		
4	Oct. 5	Quiz #1: Topics 1-4			20%
	Oct. 7	Physical Development in Infancy and Toddlerhood	Ch. 5		
5	Oct. 12	THANKSGIVING HOLIDAY			
	Oct. 14	Physical Development in Infancy and Toddlerhood	Ch. 5	CTA Quiz DEADLINE 4:00 PM	Bonus 2%
6	Oct. 19	Cognitive Development in Infancy and Toddlerhood	Ch. 6		
	Oct. 21	Cognitive Development in Infancy and Toddlerhood	Ch. 6		
7	Oct. 26	Emotional and Social Development in Infancy and Toddlerhood	Ch. 7		
	Oct. 28	Quiz #2: Topics 5-7			20%
8	Nov. 2	Physical Development in Early Childhood	Ch. 8		
	Nov. 4	Cognitive Development in Early Childhood	Ch. 9	Critical Thinking Assignment DEADLINE 4:00 PM	20%

9	Nov. 9	Cognitive Development in Early Childhood	Ch. 9		
	Nov. 11	Emotional and Social Development in Early Childhood	Ch. 10		
10	Nov. 16	Emotional and Social Development in Early Childhood	Ch. 10		
	Nov. 18	Quiz #3: Topics 8-10			20%
	Nov. 21 (MAKE UP DAY)	Physical Development in Middle Childhood	Ch. 11		
11	Nov. 23	Cognitive Development in Middle Childhood	Ch. 12		
	Nov. 25	Emotional and Social Development in Middle Childhood	Ch. 13		
12	Nov. 30	Quiz #4: Topics 11-13			20%
	Dec. 2	Child development in practice! Guest speakers: Ontario Infant & Child Development Services			

Grade Breakdown

The following table represents the grade breakdown of this course. Please note that bonus points can increase your mark only to a total of 100%. The highest mark that can be achieved in the course is 100%.

Activities and Assignments	Weight (%)
Quiz #1	20%
Quiz #2	20%
Quiz #3	20%
Quiz #4	20%
Critical Thinking Assignment	20%
Bonus – Introduce Yourself	1%
Bonus – Syllabus Quiz	1%
Bonus – CTA Quiz	2%

Quizzes

Quizzes will be composed of multiple choice questions. The questions will be drawn fairly equally from lecture material including videos and other documents if any and from only the assigned pages of the textbook indicated on the Topic Roadmaps in Lectures.

There will be about 12-15 questions per Topic but the number will vary a bit depending on the volume of material in the Topic. EACH QUIZ WILL CONTAIN 48 QUESTIONS. You will have 70 minutes to complete the Quizzes.

Quiz #1 will cover all assigned textbook and lecture content from Topics 1-4.

Quiz #2 will cover all assigned textbook and lecture content from Topics 5-7.

Quiz #3 will cover all assigned textbook and lecture content from Topics 8-10.

Quiz #4 will cover all assigned textbook and lecture content from Topics 11-13.

Questions about the nature of the Quizzes are welcomed on the **Q & A Discussion Board**. Please read carefully and follow all of the policies and procedures in the **Course and University Policies** document so that you are certain to obtain all possible credit and marks for your work in the course. To be fair to all

students in the course, extensions for quizzes and assignments are rarely if ever given to individual students.

Critical Thinking Assignment

Please read the **Critical Thinking Assignment** document.

Bonus Points

This course does not offer bonus points through SONA activities. Instead we offer bonus points for start of term activities that more directly benefit your success in the course.

- Introduce Yourself! gives you a chance to try the course website and your internet connections. It also helps you to learn about the other students in the class. Please read the instructions in the **Introduction Bonus** document.
- The Syllabus Quiz gives you the opportunity to make certain you are fully informed of course procedures.
- The CTA quiz gets you started on the assignment by thinking about the study you will propose and by asking questions about the requirements.

The Syllabus and CTA quizzes are time-limited, online quizzes taken through the LEARN site. Read the instructions in the **Syllabus and CTA Bonus** document carefully. You need to get a high score to win the bonus points. After all, both quizzes are “open book.” Study the materials carefully before you start the quizzes so that you can find the answers when you need them and before you run out of time.



Submitting to a LEARN Dropbox

Please note that the following instructions pertain to your specific course. If you are taking another course those instructions may differ.

General Guidelines

- Ensure that the name of your file does not include special characters such as symbols or punctuation. Such characters may cause problems when uploading your file.
- Do not zip your files.
- **Keep a copy of your assignment** in case of technical problems.
- If your submission is successful, you will receive an **Email Confirmation Receipt** sent to your @uwaterloo.ca email address. If you do not receive an Email Confirmation Receipt, please double-check your submission and re-submit if necessary.
- Keep all Email Confirmation Receipts until the course is over as proof of submission.

How to Submit to a Dropbox

For instructions, please see [Waterloo LEARN Help: Dropboxes](#).

Why Do I Need To Submit a PDF?

In order for digital/hand drawn documents to be marked online, we need to have a unified file type. IF YOU DO NOT SUBMIT YOUR ASSIGNMENT IN PDF FORMAT YOU WILL NOT RECEIVE MARKS FOR THE ASSIGNMENT.



PSYCH 211 & University Policies

Accommodation Due to Illness

I rarely allow an accommodation of any sort including illness. I would like to explain why.

Over the years I have come to know hundreds of students. I know that they work very hard in spite of many hardships and stresses. I admire them. Some students must work long hours at menial jobs to ease financial difficulties. Some students have chronic health problems or stresses and anxieties precipitated by caring for their own children and/or their parents and siblings. Some students are enrolled in very difficult programs of study and yet they spend hours volunteering to help others. I am impressed with these students and proud to have them in my courses. I know how hard they work to do well in university. I congratulate these students!

Having taught many hundreds of students I estimate that over 95% never ask for an accommodation of any sort even though they face challenges. These students come to quizzes with anxieties and other signs of illness. They come because they know it is their “job”.

Therefore, when an individual student asks for a special accommodation, I feel that I have to be certain that it is justifiable. It is much easier for me to grant an accommodation than to deny it, but I must think about all of the other students in the class who never ask for accommodation. I feel that I have an ethical responsibility to all students.

Thank you for understanding the following procedures, and for understanding the need to be fair to all students in the class. In return, I will consider each request for accommodations carefully and with as much compassion as possible. If you disagree, please appeal my decision to the Associate Chair of Undergraduate Affairs in Psychology: Dr. Richard Eibach, reibach@uwaterloo.ca. It is your right to do so.

Most of all, I hope you have a happy and healthy term!

MISSED QUIZZES

Accommodations will be made only for **very exceptional circumstances**, primarily due to very serious mental or physical health problems, and at my discretion. A Verification of Illness Form **DOES NOT GUARANTEE THAT ACCOMMODATIONS WILL BE MADE FOR YOU. It is only the first step.** Please contact psych211@uwaterloo.ca or the Faculty of Arts if you have any questions about this rule.

Each quiz will be held in our regular class time. **If you have a health issue that totally prevents you from attending a quiz please contact me at kbloom@uwaterloo.ca by the day of the quiz. You must then get a health practitioner to complete the University's [Verification of Illness Form](#) and provide this to me within 48 hours. A doctor's note that is not written in a Verification of Illness Form is not acceptable.**

Once I have received your official UW Verification of Illness Form in **PDF format (no other formats are acceptable)**, I will consider your request. **Should I accept your excuse, you will be required to write a**

make-up quiz within 48 hours of the end of the period in which your Verification of Illness Form deems you to be incapacitated.

To reiterate, if you feel you are too ill to complete a quiz or assignment:

1. Contact me by email and attach the Verification of Illness form as a PDF
2. **Do not assume that you are excused from the quiz simply because you contacted me**
3. If I decide not to grant the request, and you failed to take the quiz, 20% of your final mark will be zero.

AN EXCEPTION: If you are *hospitalized as an emergency* due to illness or injury on the day of a quiz you should not be worried about contacting me. That situation deserves an automatic accommodation. Contact me at the first available opportunity, and follow your doctor's advice carefully! When you are well we will negotiate a make-up plan for your absence.

In the case of bereavement: I can provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Further information regarding the Management of Requests for Accommodation Due to Illness can be found on the [Student Medical Clinic](#) website.

MISSED CRITICAL THINKING ASSIGNMENT

The Critical Thinking Assignment is due BY **Wednesday, 4 November at 4:00 PM**, but you have many weeks to develop the assignment, seek advice of the teaching assistants, professor, and other students, and to submit it. It is common for students, *and for all of us*, to leave assignments until the last minute.

Having your assignment ready in advance of the deadline will give you the opportunity to edit it once more, and allow you to resolve any computer issues that could prevent you from uploading the file to the Dropbox by the deadline. It is best to submit the CTA **the day before the Dropbox deadline**. If something goes wrong at the last minute (e.g., you lose internet connection, or you forget to submit it) I regret that no accommodations can be made.

Extensions for the CTA, even for health reasons, will not normally be considered on the day of the deadline. After all, you had 7.5 weeks to complete and submit CTA. If you become ill long **before** the assignment is due and for a considerable portion of the course, (e.g., requiring hospitalization) email kbloom@uwaterloo.ca with your attached [Verification of Illness Form](#). We will together find a way to deal with your situation.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.**

Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. For further information on academic integrity, please visit the [Office of Academic Integrity](#) or the [Arts Academic Integrity Website](#).

Discipline

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. 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](#).

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.

Appeals

A student may appeal the finding and/or penalty in a decision made under [Policy 70 - Student Petitions and Grievances](#) (other than a petition) or [Policy 71 - Student Discipline](#) if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

Final Grades

In accordance with [Policy 19 - Access To and Release of Student Information](#), the University does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

Note for Students with Disabilities

[AccessAbility Services](#), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course. If you have issues with anxiety, you should arrange to take quizzes at the AccessAbility Services offices where support is available. If you do not wish to do this, you cannot rightly claim test anxiety as a basis for an extension of a quiz or assignment.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies (Richard Eibach from July 1, 2015 through June 30, 2016) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Richard Eibach Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext 38790

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](#) and [Policy 71](#) for further details.

Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

Copyright Information

UWaterloo's Web Pages

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

Other Sources

Respect the copyright of others and abide by all copyright notices and regulations when using the computing facilities provided for your course of study by the University of Waterloo. No material on the Internet or World Wide Web may be reproduced or distributed in any material form or in any medium, without permission from copyright holders or their assignees. To support your course of study, the University of Waterloo has provided hypertext links to relevant websites, resources, and services on the web. These resources must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext links, the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

Official Version of the Course Syllabus Documents

Syllabus documents on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.