**Geography 700 and Geography 800  
Professional Skills Development for Masters (700) and PhD (800) Students   
in Geography**

**Laurier-Waterloo Joint Graduate Program in Geography**

**Fall 2023**

**Class time:** Monday 11:30 to 2:20 in RCH 308 (and sometimes RCH 207) on UWaterloo campus.

**Course instructors**

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Office hours: after class or by appt (EV1-114) Office hours: after class or by appt

We would like to [acknowledge](http://www.cbc.ca/news/canada/toronto/territorial-acknowledgements-indigenous-1.4175136), with gratitude, that much of our work takes place on the traditional territory of the Attawandaron (also known as Neutral), Anishnaabeg (also known as Ojibway/Chippewa/Mississauga/Algonquin), and Haudenosaunee (also known as Iroquois/Six Nations) peoples. Our main campuses are situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. You can learn more [here](http://www.lspirg.org/knowtheland/).

Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the UW [Office of Indigenous Relations](https://uwaterloo.ca/indigenous), and at Laurier, the Office of [Indigenous Student Services](https://students.wlu.ca/student-life/indigenous-student-services/index.html?ref=student-life/aboriginal-initiatives-and-services/index.html) facilitates the sharing of Indigenous knowledges and provides culturally relevant information and support services for all members of the Laurier community, including Indigenous and non-Indigenous students, staff, and faculty.

Please regularly visit the course website on UW’s learning management system LEARNfor announcements and updates on assignments, etc.

This course brings together students with very different backgrounds, experiences, and proficiencies. For the benefit of the many students who are not familiar with the Canadian graduate school system, our instructions in this syllabus are rather detailed.

# Course descriptions and intended learning outcomes

Welcome to GEOG 700 and GEOG 800, two jointly-taught professional development courses for incoming Master’s and PhD students in Geography.

**Geography 700** is for Master’s students and focuses on cohort building and the development of key transferable career-focused skills. Content may include: student and advisor/committee relationships and mutual expectations; Indigenous perspectives in geography research; public accountability; and how to communicate your research to diverse audiences and stakeholders. In addition, skills development will prioritize constructing compelling research proposals, funding applications, and presentations.

**Geography 800** is for doctoral students. PhD students in the graduate program will engage in cohort-building exercises and develop key transferable career-focused skills deemed necessary for success as a professional researcher. This includes effective proposal and grant writing, presentation and instructional skills, professional development in terms of public engagement with diverse stakeholders and community partners (government, Indigenous, community, academic).

Geography 700/800 is the only course in our joint program that brings together all graduate students from all sub-disciplines. *We encourage all of you to get to know each other and build a community of scholars that contributes to your collective wellbeing and professional success well beyond the end of this course. Past students have described this course as crucial for developing productive and supportive relationships with their peers that last throughout their degree and beyond.*

**Intended learning outcomes**

1. To begin to build the conceptual and practical foundation for designing academic research in geography
2. To develop preliminary research questions and an outline of your research proposal
3. To write competitive funding applications
4. To competently communicate about your field of research with academic and lay audiences
5. To network with your peers and find research synergies with other members of the program

# Format

Every week there will be a three-hour class meeting. Some classes will be held jointly, while others will be split between Master’s and PhD students, or between physical and human geographers, for example.

This course combines a number of different teaching and learning approaches. They are designed to interlace and help you become a successful graduate student. Throughout the course, you will be assessed on the basis of your submitted assignments (detailed below) and your contributions to in-class seminar discussions. Criteria include

* the demonstrated depth of your reading [*analysis*]
* the scope of your oral participation [*synthesis*] and
* your ability to articulate your own research project and its broader significance in light of the readings [*transfer and application*]

**1. Seminar discussions.** Most classes will feature a seminar discussion that builds on a set of assigned weekly readings that the instructors consider beneficial to all students. Your preparation and participation are essential for the success of the class.

**2. Workshops.** Many classes will feature one or several presentations, panels, or workshops led by faculty, staff, and graduate students from the two universities. Workshops are intended to teach you the skills necessary for developing your own research proposal and navigating the challenges and opportunities of graduate studies.

**3. Assignments.** Some workshops culminate in an assignment in which you apply the lessons learned. For example, after learning about what makes a compelling research proposal, you will prepare a draft proposal yourself.

**4. Colloquium.** The last two weeks of the course will take the form of a Colloquium, during which doctoral students will present their research proposals and Master’s students will be discussants for at least one speaker each.

# Assessment Structure & Deliverables

You must pass GEOG 700/800 to progress through the graduate program. GEOG 700/800 is a ‘pass/fail’ class without numerical grades. To pass, you must submit and pass a minimum number of deliverables (see below). You must also meet certain standards of preparedness, engagement, performance, and comportment that are commonly expected from students in a reputable graduate program. The following minimum requirements apply:

* attend - and arrive on time to - at least 10 of the 12 classes
* contribute in meaningful ways to the seminar discussions
* pass the 3 assignments plus peer reviews
* present at the colloquium (PhD students) or offer feedback as a discussant (Master’s students)

**Attendance:** Attendance is mandatory, and is recorded in class. You must attend at least 10 of the 12 scheduled classes to pass this course component. Medical or other official documentation for absences will be taken into consideration where appropriate. Note that active participation is more than mere attendance (see below).

**Active Participation:** The instructors aim to create a safe and engaging space for thinking critically, and will be relying on all of you to help create that space. Active participation is a self-evident requirement for any successful graduate class. It includes both volunteering your own ideas (questions, comments, analyses, insights) and actively listening and responding to the contributions of others. Your active participation will be noted by the instructors. *If you are distracted by your computer or cell phone, you will be asked to put it away.*

You should join the class well-prepared and ready to engage with your peers. If you have personal concerns about participating and presenting in front of the class, contact the instructors for guidance at your earliest opportunity.

**Assignments:** Please note that professional courtesy demands that all assignments be submitted on time. Your instructors must receive your submissions with enough lead time so they can read them before class and properly address the issues raised in them. Therefore, *you will not receive credit for late submissions*.

The assignments are intended to keep you moving steadily towards writing your own research proposal by the end of term. While the 'thinking work' behind the completed assignments must necessarily be substantial, the written submissions should be concise and to the point. Specific instructions for each assignment appear in the weekly class schedule. Unless indicated otherwise, please upload your assignment **by 11:59 pm on Thursday evening** to the appropriate dropbox or discussion board on the LEARN course website.

**Required readings**: There is no textbook for this course. A selection of readings, identified below in the course schedule, is available online, through the library websites, or on LEARN.

# Weekly Class Schedule

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| **Week 1: Monday, Sept 11** | | | |
| **Master’s only (700)** | **PhDs only (800)** | **Joint Master’s & PhD** | **Assignments, Activities, and Readings to be done for today** |
| **1:15-1:30:** Discuss today’s readings and Reflection questions in interest clusters  **1:35-2:20:** Tips for success and wellbeing in grad school, from a panel of senior Master’s students | **1:15-1:30:** Discuss today’s readings and Reflection questions  **1:35-2:20:** Tips for success and wellbeing in grad school (including success in scholarship applications), from a panel of senior PhD students | **11:30-12:30**: Opening circle: Welcome and introductions  **12:30-12:55**: Students mingle and form “interest clusters.” You will meet in these interest clusters for some parts of the course. | **Reflection questions:**  1) What are the challenges you expect to encounter in graduate school?  2) Which strategies will you employ to achieve your goals for personal and professional growth in graduate school?  3) What would you like to learn in this course that could help you achieve those goals?  **Readings (all students):** Review the course syllabus  *In preparation for our panel of senior grad students, (****before our Sept 11 class****) read some gentle words of advice on how to navigate the mental and emotional challenges that grad school will throw at you:*  Stephanie Warner: “6 ways to find your silver linings in grad school” [University Affairs April 14, 2018](https://www.universityaffairs.ca/career-advice/responsibilities-may-include/6-ways-to-find-your-silver-linings-in-grad-school/?utm_source=University+Affairs+e-newsletter&utm_campaign=2a2026d02b-EMAIL_CAMPAIGN_2018_09_19_01_53&utm_medium=email&utm_)  *In a similar vein, this short article stresses the importance of finding and giving support during your graduate studies:*  Barkley, Danielle: “Finding your community in graduate school.” [University Affairs, 10 April 2018](https://www.universityaffairs.ca/career-advice/graduate-matters/finding-community-graduate-school/?utm_source=University+Affairs+e-newsletter&utm_campaign=8399c21443-EMAIL_CAMPAIGN_2018_04_11&utm_medium=email&utm_term=0_314bc2ee29-8399c21443-42531)  *We recommend for further reading this tongue-in-cheek book with a serious message about staying away from the most common mistakes graduate students make:*  Kevin D. Haggerty and Aaron Doyle: [57 Ways to Screw Up in Grad School: Perverse Professional Lessons for Graduate Students](https://ebookcentral-proquest-com.libproxy.wlu.ca/lib/oculwlu-ebooks/detail.action?docID=3570589). University of Chicago Press, 2015 (e-book accessible through the library to one user at a time). |

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| **Week 2: Monday, Sept 18** | | | |
| **Master’s only (700)** | **PhDs only (800)** | **Joint Master’s & PhD** | **Activities and Readings to be done for today** |
| **Pre-class prep:**  Watch **PRE-RECORDED** [presentation on available Master’s scholarships](https://www.youtube.com/watch?v=J8DUQ5k9vd4&list=PLr3gDBfyde1vz2i8D2FhUyvO_8vnf3PZ_&index=4) by Cherie Mongeon *(Graduate Financial Aid & Awards Officer, WLU Faculty of Grad Studies)* | **Pre-class prep:**  Watch **PRE-RECORDED** [presentation on available PhD scholarships](https://www.youtube.com/watch?v=gf0Ceyaqk1c&list=PLr3gDBfyde1vz2i8D2FhUyvO_8vnf3PZ_&index=2) by Cherie Mongeon *(Graduate Financial Aid and Awards Officer, Laurier Faculty of Grad Studies)* | **Pre-class prep:**  Watch these two videos produced by the UW Centre for Career Development on ‘Personal Branding’:  [Build your Brand](https://www.youtube.com/watch?v=KAv9SIgaK0o)  [Articulate your Brand](https://www.youtube.com/watch?v=INgqiAXgqGc)  **11:30-12:10:**  Fieldwork and safety  **12:10-12:30**: Q&A on graduate scholarships  **12:50-2:30:** Identifying skills and articulating skills as a graduate student, with Candice Chen, Centre for Career Development, UW | **Activity (all students):** Create a list of ten skills you expect to acquire or strengthen in graduate school that will make you more competitive in the labour market *outside* the academic field.  **Activity (all PhDs):** As a foundation for today’s workshop, look up the opportunities and expectations for funding your degree and write up a brief summary.  **Activity(VOLUNTARY for PhDs):** In an email to one of the instructors, submit a research proposal that you have written previously. James Southworth and Dr. Elliot Worsfold might base their workshops next week on your example!  **Readings (all students):**  *This piece serves as a primer for today’s workshop on how to leverage graduate skills for your career:* Hejazi, Maryam, Georgina Macintyre & Hanne Ostergaard: “[What are your transferable skills as you exit graduate school?](https://www.universityaffairs.ca/career-advice/graduate-matters/what-are-your-transferable-skills-as-you-exit-graduate-school/?utm_source=University+Affairs+e-newsletter&utm_campaign=bce7251220-EMAIL_CAMPAIGN_2018_08_15_03_08&utm_medium=email&utm_)” University Affairs, 13 August 2018.  *For further reading, we highly recommend this ‘manual,’ which will help you navigate all aspects of graduate school – and at the same time show you how to leverage the training you receive in grad school to pursue a non-academic career:*  Loleen Berdahl and Jonathan Malloy: [Work Your Career: Get What You Want from Your Social Sciences or Humanities PhD](https://books.scholarsportal.info/uri/ebooks/ebooks3/utpress/2018-08-15/1/9781487594299)*.* U of Toronto Press, (e-book accessible through the library to one user at a time).  **Also recommended:** Leela Viswanathan,[*The Deliberate Doctorate: A Values-Focused Journey to your PhD*](https://www.ubcpress.ca/the-deliberate-doctorate)*.* (free download from UBC Press)  **Optional**: Visit the [MITACS website](https://www.mitacs.ca/en/programs/training/training-workshops) for online **professional development workshops** that can help you hone your research-related skills:   * [Networking skills](https://www.mitacs.ca/programs/training/courses/networking-skills) * [Project and time management](https://www.mitacs.ca/programs/training/courses/project-time-management) * [Reconciliation and EDI](https://www.mitacs.ca/programs/training/courses/reconciliation-edi) * [Communication skills](https://www.mitacs.ca/en/programs/training/courses/communication-skills) * [Career planning](https://www.mitacs.ca/programs/training/courses/career-planning) * [R&D management](https://www.mitacs.ca/programs/training/courses/r-d-management) * [Leadership skills](https://www.mitacs.ca/programs/training/courses/leadership-skills) * [Writing and presentation skills](https://www.mitacs.ca/programs/training/courses/writing-and-presentation-skills)   **Re. Fieldwork safety (Optional):** Ross, K. (2015). [“No sir, she was not a fool in the field”: Gendered risks and sexual violence in immersed cross-cultural fieldwork](https://www.tandfonline.com/doi/full/10.1080/00330124.2014.907705?casa_token=yK1JW_ykwl0AAAAA%3As7nEH0RAvwW3wnL8qTvU57S0lTpcSq36JW7ya_NU3LxNeziNIdMSlcecAyhQegVfx8yAW8Okrmg2uH0). *The professional geographer*, *67*(2), 180-186. |

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| **Week 3: Monday, Sept 25** | | | |
| **Master’s only (700)** | **PhDs only (800)** | **Joint Master’s & PhD** | **Assignments and Activities to be done for today** |
| **12:50-2:20:** ‘Ask Anything’ session for Master’s students. Any and all questions you have about any aspects of grad studies, research proposals and objectives are welcome. | **12:50-2:20:** Participate in interactive practice session on PhD research proposal writing with James Southworth & Dr. Elliot Worsfold (offered as two parallel workshops for Physical and Human Geographers) | **Physical Geography students: 11:30-12:30:** Workshop on paper writing and publishing strategies for PG with Jason Venkiteswaran (WLU)  **Human Geography students: 11:30-12:30:** Workshop on paper writing and publishing strategies for HG | **Assignment 1a (PhDs only):** Submit your draft research proposal as a ‘pre-instruction baseline’ for today’s research proposal writing workshop(see instructions below)  **All students:** You can find samples of successful scholarship applications from past students on Learn under "Writing & Communicating..." and then "Writing Research Proposals"  **Activity (Master’s students):**  If you are interested in learning how to ‘Network to Job Search’, watch this video produced by the UW Centre for Career Action – it shows you how to translate last week’s ‘Personal Branding’ into job searching action:  [Networking to Job Search](https://www.youtube.com/watch?v=yNaaVx5bNmg)  **Activity (all students):**  Please spend some time in the coming month getting a head start on the **Week 6 materials**, which will feed into preparing for your group presentations in November.  Please consider presenting a paper at CAGONT, the **Canadian Association of Geographers Ontario** Division (grad student-oriented) conference, which is held **October 27-28** at Toronto Metropolitan University.  CAGONT is a low-stakes, supportive environment in which students can try out and perfect their presentation skills and receive valuable feedback on their research. It also is a great networking opportunity to learn about other researchers in your field!  *Even if you don’t present, please consider attending the conference to get a feel for how academic conferences ‘work.’*  Travel support funds are usually available from your supervisor, department, and/or graduate faculty. |

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| **Week 4: Monday, Oct 2** | | | |
| **Master’s only (700)** | **PhDs only (800)** | **Joint Master’s & PhD** | **Assignments, Activities, and Readings to be done for today** |
|  |  | **Pre-class prep:**  Watch **PRE-RECORDED** presentations on library research skills by Peter Genzinger. Go to Peter’s [YouTube channel he created for GG700/800](https://www.youtube.com/playlist?list=PLvlbyNh1IullQZKRhfsxGpNoLpT5rIYdK) and choose the videos that apply to you.  **11:30-12:30:** Small group discussion of today’s readings and your answer to the guiding question  **12:50-2:20:** Participate in workshop on *general* library research skills with Peter Genzinger (WLU) | **Assignment 1b (PhDs only):** Submit your revised research proposal for peer review to the dropbox (on LEARN) – *peer review sign-up details to be circulated separately*  **Activity (all students):** Today’s set of readings takes you into the territory of theory. Please try to locate your own theoretical position with the help of the following guiding question and be prepared to discuss your position in today’s seminar discussion: **Thinking of your own research project, what might be your ontology, epistemology, and methodology?**  **Readings (all students):**  *This blog post and video provide an accessible introduction to the theoretical foundations necessary for designing your research:*  Patel, Salma. 2015. [The research paradigm – methodology, epistemology and ontology – explained in simple language](http://salmapatel.co.uk/academia/the-research-paradigm-methodology-epistemology-and-ontology-explained-in-simple-language).  *Despite the title, this article is equally useful for PG and HG trying to understand how implicit philosophical positions of the researcher can influence the nature and structure of the research, the choice of methods, and the interpretation of the results:*  Moon K. & Blackman D. 2014. “A Guide to Understanding Social Science Research for Natural Scientists.” [Conservation Biology 28(5): 1167—1177](https://onlinelibrary.wiley.com/doi/abs/10.1111/cobi.12326)  *If you are a physical geographer, you may want to start by reading a section or two from this book, which is available for download through the library:*  [Inkpen R, & Wilson G. 2004. Science, Philosophy and Physical Geography](https://www.taylorfrancis.com/books/9780203498484). London: Routledge. (Use library website to access it)  *We recommend the section “The Nature of Reality” in Chapter 2, as well as “Forms of Explanation” and “Causality” in Chapter 4. You may also find this section about the social context of science helpful: “Physical Geography and Societies” in Chapter 8.* |

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| Reading Week: no class on Oct 9 – we recommend you get a head start on reading the Week 6 materials |

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| **Week 5: Monday, Oct 16** | | | |
| **Master’s only (700)** | **PhDs only (800)** | **Joint Master’s & PhD** | **Assignments to be done for today** |
|  |  | **11:30 -1:00:** [StoryForm Science](https://storyformscience.com/team). workshop (how to pitch your “research story” or 3-minute thesis) with Holly Kerby  **1:20-2:20:**  Strategies for Mobilizing Your Research with Christina Tjandra (WLU) | **Assignment 1c (PhDs only):** Submit your two peer reviews to the dropbox (see instructions on LEARN) |

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| **Week 6: Monday, Oct 23** | | | |
| **Master’s only (700)** | **PhDs only (800)** | **Joint Master’s & PhD** | **Readings to be done for today** |
|  |  | **11:30-12:00:** Small group discussion of today’s readings  **12:00-1:00:** Presentations and discussion on fieldwork in, with, and for Indigenous Communities  Guest speakers: Grant Gunn (UW GEM faculty), Sara Anderson (UW Office of Research), AndrewSpring (WLU)  **1:20-2:20:** Research clusters prepare for group presentations & **Oct 26** submission by each group of a 450-500 word summary / outline of your Week 8 presentation ideas, and a list of 8-10 references | **Readings (complete these over weeks 5-7):**  *In this chapter, the author relates how her student defended the use of traditional ecological knowledge and Indigenous wisdom to her positivist thesis committee:*  Kimmerer, Robin Wall. 2013. “Mishkos Kenomagwen: The Teachings of Grass” pp. 156-166 in: *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Minneapolis: Milkweed Editions. (**Available on LEARN**)  *As Wong et al. note, in Canada “reconciliation remains an elusive concept. Here we outline 10 Calls to Action to natural scientists to enable reconciliation in their work. We focus on natural scientists because a common connection to the land should tie the social license of natural scientists more closely to Indigenous communities than currently exists. The authors have witnessed examples where natural scientists treat Indigenous communities with blatant disrespect or with ignorance of Indigenous rights. These 10 Calls to Action challenge the scientific community to recognize that reconciliation requires a new way of conducting natural science, one that includes and respects Indigenous communities, rights, and knowledge, leading to better scientific and community outcomes”:*  Wong, C., Ballegooyen, K., Ignace, L., Johnson, M. J. (., & Swanson, H., 2020. [Towards reconciliation: 10 calls to action to natural scientists working in Canada](https://www.facetsjournal.com/doi/full/10.1139/facets-2020-0005). *Facets (Ottawa), 5*(1), 769-783.  - & *here is a* [*webinar*](https://www.youtube.com/watch?v=SldWoTlcjNE) *presentation (90 mins) of the above paper with some good storytelling by the Indigenous co-authors.*  Max Liboiron. 2020, Jan 29. [Reorienting Within a World of Plastic. For the Wild Podcast](https://forthewild.world/listen/max-liboiron-on-reorienting-within-a-world-of-plastic-156).  *From 51:00 to 1:06:38 is a good overview of the decolonial research practices of Metis scholar Dr Liboiron (Professor of Geography at Memorial University) and the* [*Civic Laboratory for Environmental Action Research*](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fciviclaboratory.nl%2F&data=05%7C01%7Cabrawenzel%40cunet.carleton.ca%7C4852e95385814ef15fbf08da8898d63a%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C637972487974024205%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C2000%7C%7C%7C&sdata=LtSxVsuxDhS3N%2FnlO1eSXGhAhjRTEeXEVWzNq8nt3mE%3D&reserved=0) *(CLEAR) lab. There is also a good discussion about the appropriation of Traditional Ecological Knowledge in academia, and how they avoid this.*  Trisos, C. H., Auerbach, J., & Katti, M. 2021. [Decoloniality and anti-oppressive practices for a more ethical ecology](https://www.nature.com/articles/s41559-021-01460-w.). *Nature Ecology & Evolution*, 5(9), 1205-1212.  Deborah McGregor. 2021, Nov 4. [Indigenous Research and Indigenous Environmental Justice - Decolonizing Methodologies for Sustainability Research Session 2](https://youtu.be/azjKNlaVT4c?t=347) (Waterloo's Faculty of Environment) (video, 1:29:00 – presentation is from 5:50 to 58:50)  In her talk, York University professor and Anishinaabe scholar Deborah McGregor invites researchers to consider these questions:   1. What are your motivations and/pre intentions? 2. What are your responsibilities or accountabilities? 3. What are the sources of your knowledge? What do you privilege?   Linda Tuhiwai Smith reminds us that, “from the vantage point of the colonized, … the term 'research' is inextricably linked to European imperialism and colonialism.” In this ground-breaking book, Smith suggests ways of doing research that can help us move beyond this legacy: “Chapter 3 Colonizing Knowledge”, pp.61-80 in Smith L.T. 2013. [Decolonizing Methodologies: Research and Indigenous Peoples, 2*nd* ed.](https://ebookcentral-proquest-com.libproxy.wlu.ca/lib/oculwlu-ebooks/detail.action?docID=3563227) London: Zed Books. (Available on LEARN and through the library)  *In Nunavut, Inuit decry the “colonial approaches” and “exploitative relationships” that still characterize northern research:*  Tim Lougheed: “Inuit call for a greater role in how northern research is conducted” [University Affairs, 11 April 2018](https://www.universityaffairs.ca/news/news-article/inuit-call-greater-role-northern-research-conducted/?utm_source=University+Affairs+e-newsletter&utm_campaign=8399c21443-EMAIL_CAMPAIGN_2018_04_11&utm_medium=email&utm_term=0_314bc2ee29-8399c21443-).  Additional readings that may be useful for your upcoming presentations are also posted on LEARN. |

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| **Week 7: Monday, Oct 30** | | | |
| **Master’s only (700)** | **PhDs only (800)** | **Joint Master’s & PhD** | **Assignment and Activities to be done for today** |
| **11:30-1:00: participate** in interactive practice session on research proposal writing with James Southworth and Elliot Worsfold (offered as two parallel workshops for PG and HG). | **11:30-1:00:** Panel on preparing for your comprehensive exams (2 HGs) | **1:20-1:35**  Debrief CAGONT  **1:35-2:20:** Research clusters prepare for their group presentations | **Assignment 1a (Master’s only):** Submit your draft research proposal, to be self-critiqued in today’s workshop(see instructions below)  **Readings (continue readings from last week, in prep for your group presentation)**  **Invite/confirm volunteers** to present at the Nov 20 session on Workshopping presentations of your “research story” |

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| **Week 8: Monday, Nov 6** | | | |
| **Master’s only (700)** | **PhDs only (800)** | **Joint Master’s & PhD** | **Assignments to be done for today** |
|  |  | **11:30-2:20:** Interest clusters present (8-10 mins) on how their own research (or their sub-field of geography) intersects with Indigenous issues and perspectives  Feedback offered from the class and instructors. | **Assignment 2 (all students)**: Prepare a presentation on Indigenous perspectives in your research field (see instructions below)  **Assignment 1b (Master’s only):** Submit your revised research proposal for peer review – *peer review sign-up details to be circulated separately* |

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| **Week 9: Monday, Nov 13** | | | |
| **Master’s only (700)** | **PhDs only (800)** | **Joint Master’s & PhD** | **Assignments and Activities to be done for today** |
|  |  | **11:30-12:30: [cont. from last week]** Interest clusters present (8-10 mins) on how their own research (or their sub-field of geography) intersects with Indigenous issues and perspectives  **12:50-1:25:** Discussion on the Student-Supervisor Relationship. *Bring your questions!*  **1:30 -2:20:** Workshop on presentation skills with Jason Venkiteswaran (WLU) | **Assignment 1c (Master’s only):** Submit your two peer reviews to the dropbox (on LEARN)  **Activity (all students):** watch this one-minute GradFlix [video by Annika Chiang](https://www.youtube.com/watch?v=XjHF_tKSN64), a GEOG 700 student: Annika was the People’s Choice Winner! See other presentations on the UW [3-Minute Thesis (3MT](https://uwaterloo.ca/graduate-studies-postdoctoral-affairs/three-minute-thesis)) and [GRADflix](https://uwaterloo.ca/graduate-studies-postdoctoral-affairs/current-students/gradflix#showcase) competitions.  **Colloquium sign-up sheet (for presenters & discussants)** to be circulated separately  **Assignment 3 Peer review sign-up sheet** to be circulated separately |

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| **Week 10: Monday, Nov 20** | | | |
| **Master’s only (700)** | **PhDs only (800)** | **Joint Master’s & PhD** | **Assignments, Activities, and Readings to be done for today** |
| **11:30-1:55** (with lunch break part-way through)**:**  Workshoping presentations of your “research story” (with feedback from the class) | **11:30-1:55** (with lunch break part-way through)**:**  Workshoping presentations of your “research story” (with feedback from the class) | **2:00-2:20:** Debriefing of peer review process & the course overall | **Assignment 3 (all students):** 3-min thesis talk (aka your research story) video recording (see instructions below) due **Sunday, Nov 19** |

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| **Week 11: Monday, Nov 27** | | | |
| **Master’s only (700)** | **PhDs only (800)** | **Joint Master’s & PhD** | **Assignments, Activities, and Readings to be done for today** |
|  |  | **11:30-2:20:** Colloquium Part 1 | **Peer review of Assignment 3:** review due this week  **How to prepare for your presentation (PhDs):** we realize that many of you only have a vague sense of your topic at this point. All we are hoping for you to gain from this event, at this point in your program, is an opportunity to think about what you want to pursue, to design a presentation, and to practice speaking about it and get some feedback. Thus, the level of detail or specificity of your research objectives doesn't matter much at this point; we just want to hear some of your ideas and a sense of the 'puzzle', rationale, and/or gaps in knowledge that you hope to address. If you can say a bit about how (methods) you will tackle this issue, you may do so, but if you're not ready to get that specific, fine. |

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| **Week 12: Monday, Dec 4** | | | |
| **Master’s only (700)** | **PhDs only (800)** | **Joint Master’s & PhD** | **Assignments, Activities, and Readings to be done for today** |
|  |  | **11:30-2:20:** Colloquium Part 2 |  |

**Assignment 1 (PHD STUDENTS ONLY): Peer Review of your research proposal, due in 3 stages**

In formulating your research goal/questions, we recommend that you review Chapter 7 "Research questions and hypotheses" in the 4th edition of John Creswell's Research Design (Sage, 2014) [on LEARN]. A brief synopsis of this chapter is available at slideshare.net: <http://www.slideshare.net/wtidwell/research-questions-and-hypotheses>

You could also skim over the “Elements of Research and Proposal Design” template posted on LEARN (under ‘Writing scholarship/grant proposals’). While it is directed mainly at undergraduate thesis writers, you can use it to start your thinking about designing your research. For now, read this document mainly for the ideas it triggers; at a later stage of your research design you may also want to complete the rest of the details as you flesh out your proposal.

**1a: Thursday, Sept 21, at 11:59pm: Draft research proposal due**

Look up the guidelines for scholarship applications published by the agency (OGS or SSHRC/NSERC/CIHR, [IDRC Research Award](https://www.idrc.ca/en/funding/idrc-research-awards-2022-2023), or any foundation, etc.) to which you will or could apply for graduate funding. Based on the guidelines and what you have learned in the video from Cherie Mongeon, prepare 1-2 pages of text that could form the core of your application (i.e., the description of your proposed research).

This assignment is not meant to be intimidating; it is just a chance to practice the process of developing a proposal - for whatever topic you choose. Even if you do not apply for any graduate scholarships, the practice of writing a condensed research proposal is invaluable. We fully expect your ideas to evolve considerably, so you are not wedded to this proposal. You can keep it quite general at this point if you like—something along the lines of the Statement of Interest that you submitted for your grad studies application. The point is that you practice expressing your research ideas in a compelling way. This first stage will only be seen by the instructors and will serve as a ‘pre-instruction base line’ for the staged assignment.

**1b: Thursday, Sept 28, at 11:59pm: Revised research proposal due**

Revise your research proposal based on what you learned in the proposal/scholarship writing workshops, then upload a copy to the dropbox on LEARN. This revised proposal will be reviewed by two of your peers, who will give you feedback on how to improve your writing. In turn, you will review two of your peers’ proposals.

**1c: Thursday, Oct 12, at 11:59pm: Two peer reviews due**

Perform the two peer reviews and upload them to the dropbox on LEARN. Name your files clearly: E.g. "Steffanie\_review of Andrew.doc"

For each of your reviews (of 250 words or more), address some or all of the following questions:

* did you get a clear sense of what the author is proposing?
* can you identify the passage(s) that were unclear and indicate why? What could the author do to improve on that passage?
* do you have any recommendations regarding the structure of the proposal (e.g., logical flow, inconsistencies, sentence length)?
* What is the one thing that you think the author could change to produce the biggest improvement in their work? Do not just highlight the current weakness, but also give your peer some clear ideas on how they can address it.
* Highlight something you really liked about this work, something this author should continue to do in their subsequent writing

Note: you can just submit along your comments in paragraph form, or in addition you can submit a file with 'track changes' comments if you wish.

**Assignment 1 (MASTER’S STUDENTS ONLY): Peer Review of your research proposal, due in 3 stages**

In formulating your research goal/questions, we recommend that you review Chapter 7 "Research questions and hypotheses" in the 4th edition of John Creswell's Research Design (Sage, 2014) [on LEARN]. A brief synopsis of this chapter is available at slideshare.net: <http://www.slideshare.net/wtidwell/research-questions-and-hypotheses>

You could also skim over the “Elements of Research and Proposal Design” template posted on LEARN (under ‘Writing scholarship/grant proposals’). While it is directed mainly at undergraduate thesis writers, you can use it to start your thinking about designing your research. For now, read this document mainly for the ideas it triggers; at a later stage of your research design you may also want to complete the rest of the details as you flesh out your proposal.

**1a: Thursday, Oct 26, at 11:59pm: Draft research proposal due**

As best as you can, write up a draft of a research proposal. We realize that you may only be at the beginning of your research design and that your topic and approach may be determined more by your supervisor than by yourself. Nonetheless, it is good practice for you to develop a compelling rationale for your research, be it for funding purposes, conference submissions, or publishing.

We fully expect your ideas to evolve considerably, so you are not wedded to this proposal. You can keep it quite general at this point if you like—something along the lines of the Statement of Interest that you submitted for your grad studies application. The point is that you practice expressing your research ideas in a compelling way and receive feedback from your peers.

**1b: Thursday, Nov 2, at 11:59pm: Revised research proposal due**

Revise your research proposal based on what you learned in the proposal/scholarship writing workshops, then upload a copy to dropbox on LEARN. This revised proposal will be reviewed by two of your peers, who will give you feedback on how to improve your writing. In turn, you will review two of your peers’ proposals.

**1c: Thursday, Nov 16, at 11:59pm: Two peer reviews due**

Perform the two peer reviews and upload them to the dropbox on LEARN. Name your files clearly: E.g. "Steffanie\_review of Andrew.doc"

For each of your reviews (of 250 words or more), address some or all of the following questions:

* did you get a clear sense of what the author is proposing?
* can you identify the passage(s) that were unclear and indicate why? What could the author do to improve on that passage?
* do you have any recommendations regarding the structure of the proposal (e.g., logical flow, inconsistencies, sentence length)?
* What is the one thing that you think the author could change to produce the biggest improvement in their work? Do not just highlight the current weakness, but also give your peer some clear ideas on how they can address it.
* Highlight something you really liked about this work, something this author should continue to do in their subsequent writing

Note: you can just submit your comments in paragraph form or, in addition if you wish, you can submit a file with 'track changes' comments.

**Assignment 2 (ALL STUDENTS): Presentation on Indigenous perspectives in your research field, to be given in class on Nov 6 & 13 (and a summary/overview due Oct 26)**

Self-organize into the research interest clusters you formed earlier in the term (or similar groups) and prepare a 8-10-minute presentation in which you identify how research in your field intersects with Indigenous perspectives. **Upload your PPT** to the Learn dropbox before your presentation.

**Thursday, Oct 26**: submit on LEARN (one submission per group) a 450–500-word summary/outline of your Assignment 2 presentation, and a list of 8-10 references. List the name of all group members who contributed to the submission.

**Assignment 3 (ALL STUDENTS): 3-min thesis talk (video recording), due Sunday, Nov 19, at 11:59pm**

Record yourself giving a 3-minute talk about your research ‘story’ based on the workshop in Week 5.

**Upload your file to *Discussions* on LEARN (not to a Dropbox) to share with your peers**. (Your video will not be shared outside this class).

**Thursday, Nov 30**: **Peer review of 2 Assignment 2 recordings**. Sign-up sheet to be circulated in advance.

In addition, everyone is expected to participate in the workshop/feedback session in class on Nov 20, by sharing feedback or else presenting.

**LEARN** (course website) is a UW-based web‐based course management system that enables instructors to

* manage course materials (posting of lecture notes etc.)
* interact with their students through drop boxes for submissions, discussion boards, course e-mail, etc.
* provide confidential feedback (grades, comments, etc.).

You will be provided with information on how to log on and use the course website.

**When You Cannot Meet a Course Requirement Due to Illness or Other Reasons**

There will be no unpenalized extensions on assignments except for illness, severe personal extenuating circumstances, or weather emergencies. When you find yourself unable to meet a course requirement because of medical, compassionate or other reasons, please advise us in writing by email; make sure to include your full name in your message. Where possible, you must contact the instructor in advance of the assignment due date, but otherwise as soon as possible after the due date. As a rule, you must provide appropriate documentation, for example, a note from your doctor indicating the dates during which you were ill, and describing the severity of your illness. *Manage your time carefully. Pressure of work alone is not an acceptable reason for seeking an extension without penalty.*

**Communications with Instructors**

Check the ‘Announcements’ tool in LEARN for updates regarding the course. Subscribe to receive email notifications.

For course-related emails, **put GEOG 700/800 in the subject line of your email**. Remind us after three business days if we haven’t replied, in case your message got overlooked.

Note that email is the official channel of communication between the University and its students. You are required to check your university email account regularly. If you use another email service (e.g., gmail), it is your responsibility to ensure that mail sent to your UW/WLU account is forwarded to your other account.

**Recommended resources on writing skills**

By this stage in your studies, you are expected to have a high level of writing competency. Consider reviewing the excellent online resources at the [UW](https://uwaterloo.ca/writing-and-communication-centre/services-0/services-graduate-students) or [WLU](https://students.wlu.ca/academics/support-and-advising/writing-support/graduate-students.html) writing centres to further hone your skills. They also do one-on-one consultations for any writing projects you are working on.

# Information for students at the University of Waterloo

**UW Writing and Communication Centre**

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit [uwaterloo.ca/wcc](http://uwaterloo.ca/wcc). Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

**University policies**

**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 seek guidance from the Office of Equity, Diversity, Inclusion & Anti-racism (EDI-R) via email at [equity@uwaterloo.ca](mailto:equity@uwaterloo.ca) or through their website: uwaterloo.ca/human-rights-equity-inclusion/equity-office

**Intellectual Property**

For further information on IP related to teaching, please see <https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf> and the Guidelines for Faculty, Staff and Students Entering Relationships with External Organizations Offering Access to Course Materials, <https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external>. The following text is recommended:  
  
Students should be aware that this course contains the intellectual property of their instructors, 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).

**Declaring Absences:** Regardless of the process used to declare an absence, instructors maintain agency over decisions regarding course component accommodations.

Self-declared absences (for COVID-19 and short-term absences up to 2 days) must be submitted through Quest.

Absences requiring documentation (e.g. Verification of Illness Form, bereavement, etc.) are to be uploaded by completing the form on the VIF System (<https://vif.uwaterloo.ca>). **Do not send documentation** to your advisor, course instructor, teaching assistant, or lab coordinator. Submission through the VIF System will notify your instructors of your absence.

**Mental Health:** The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available**. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <https://uwaterloo.ca/campus-wellness/> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.  
  
All students are encouraged to download the WatSAFE app which is available free through the google and iOS app stores. The WatSAFE app provides on- and off-campus contacts for students in distress, including international students, and other information related to campus safety and security.

**Religious Observances:** Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

**Communications with Instructor and Teaching Assistants:** All communication with students must be through either the student’s University of Waterloo email account or via LEARN. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

**Recording lecture:** Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

**COVID-19 Contingency:** Students who must miss class due to Covid-19 or other illness must enter absences into the system. Students can self-declare one Covid absence of up to 10 days and one absence for any reason for up to 2 days per term [via Quest](https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students). Further absences require documentation, which students enter via [vif.uwaterloo.ca](https://vif.uwaterloo.ca/). Absences will be accommodated according to the [academic regulations section of the undergraduate calendar](https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations).

In the event of instructor illness, classes will be temporarily suspended and in-person classes may be temporarily moved online, depending on the severity of instructor illness and self-isolation requirements. Should the University of Waterloo require the suspension of in-person instructional activity, all classes, tests and exams will be conducted online.

**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 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. 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 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. For typical penalties, check Guidelines for the Assessment of Penalties.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

**Note for students with disabilities:** 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.

**Information for students at Wilfrid Laurier University**

**Academic Calendars:** Students are encouraged to review the [Academic Calendar](https://academic-calendar.wlu.ca/index_old.php?cal=1&y=87) for information regarding all important dates, deadlines, and services available on campus.

**Accessibility:** Students requiring accessibility accommodation are advised to contact [Accessible Learning](https://students.wlu.ca/academics/support-and-advising/accessible-learning-centre/index.html). It is the responsibility of the student to review and understand the steps for registration, as well as to take an active role in ensuring that information is communicated to the Accessible Learning Consultant and instructor, as necessary. Students are responsible for meeting posted deadlines for registering with Accessible Learning and booking accommodated exams. Accessible Learning cannot guarantee accommodations for requests received after posted deadlines.

**Plagiarism:** Wilfrid Laurier University uses software that can check for plagiarism. If requested to do so by course instructors, students are required to submit their written work in electronic form and have it checked for plagiarism. (*Approved by Senate May 14, 2002*).

**Academic Integrity:** Laurier is committed to a culture of integrity within and beyond the classroom. This culture values honesty, integrity, reliability, fairness, caring, respect, accountability, responsibility and citizenship. Together, we have a shared responsibility to uphold this culture in our academic and nonacademic behaviour. It is expected that all students will follow assignment instructions and will adhere to Laurier’s regulations with respect to [Academic Integrity](https://students.wlu.ca/academics/academic-integrity/index.html). As a Laurier student you are responsible for familiarizing yourself with this policy and the accompanying penalty guidelines, some of which may appear on your transcript if there is a finding of misconduct. The relevant policy can be found at Laurier's [Academic Integrity](https://students.wlu.ca/academics/academic-integrity/index.html) website along with resources to educate and support you in upholding a culture of integrity.

The following, but not limited to, are violations of [Laurier’s Academic Code of Conduct:](https://www.wlu.ca/about/governance/assets/resources/12.2-student-code-of-conduct.html)

1. Accessing unauthorized resources (Google, chat rooms, Chegg, Reddit, etc.) for assessments.

2. Using technological aids beyond what is listed as permitted in an assessment.

3. Posting test, assignment, lab or exam questions to message boards, social media, or other unauthorized websites (ex. Chegg or CourseHero). While these third parties claim to be tutoring resources, for a fee they take your work and share it with other students; an act that constitutes an action of academic misconduct.

4. Copying the work of others by way of file or image sharing.

5. Posting test, assignment, lab or exam questions and answers in virtual "course groups" (ex. Facebook, Discord or WhatsApp).

6. Copying the work that is shared or posted in virtual "course groups" (ex. Facebook, Discord or WhatsApp).

7. Working collaboratively with others on assessments that are expected to be completed individually.

8. Copying the work of others by writing down answers that they tell you, but that you did not independently determine.

9. Backdating emails to gain more time to complete assessments.

**We have recently experienced an increase in the volume of people gaining unauthorized access to digital resources by using another’s computer. It is your responsibility to keep your digital documents secure and maintain confidentiality. Do not leave your computer unattended, especially during group activities, and be diligent to log out of pages where you store digital files.**

If you have questions about how to conduct yourself when completing course assessments, including the use of Generative Artificial Intelligence, you should contact your course or lab instructor for guidance. If you have general questions, please communicate with [scienceintegrity@wlu.ca](mailto:scienceintegrity@wlu.ca).

**Religious and Spiritual Accommodation:** The University welcomes Students, Staff and Faculty from a wide range of backgrounds, beliefs and traditions, and has a duty to provide accommodation based on creed (religion and spirituality) under the Ontario Human Rights Code. This obligation requires the University to work with students to provide reasonable accommodation when a student's religious observances or spiritual beliefs creates a conflict with their academic schedule. In order for instructors to provide proper accommodations, students have obligations to request accommodations in a timely manner. All religious and spiritual accommodation requests for mid-terms, tests, labs or course work are to be directed to and addressed by the course instructor.

All accommodation requests for Final Exams are directed to and addressed by the Faculty Petitions Committee for the Faculty of the course (i.e. not the student’s “home” Faculty). As per existing regulations, petition requests must be made within one week of the announcement of the examination schedule, via the [Student Request for Accommodation for Religious Observances form](https://web.wlu.ca/accommodations/). The form will be automatically submitted to the relevant Petitions Committee. Request submission deadlines are strictly adhered to.

All policies, procedures, timelines, and request forms are found on Laurier’s [Religious and Spiritual Accommodations and Supports](https://students.wlu.ca/academics/calendars-and-policies/petitions-and-appeals/accommodations-for-religious-observances.html) webpage.

**Gender Inclusivity:** This course will be conducted in an affirming and mutually respectful atmosphere for people of all gender expressions and identities. I was provided with a class roster with your name as it appears on the official enrollment information. If you use a name different from the roster, please let me know at your earliest convenience. You can also share your gender pronouns with me if you like. Members of the class are expected to refer to one another by the name and pronouns identified by each student. If you are comfortable, you can also let your classmates know about your name and pronouns. The Centre for Student Diversity, Equity and Inclusion (CSEDI) has developed a website [outlining how to request a different name to appear on some university records and systems](https://students.wlu.ca/student-life/diversity-and-equity/gender-inclusivity.html) such as Zoom, MyLS and email. The website also provides information about Laurier’s Inclusive Washroom Initiative, support resources at Laurier, and more.

**Intellectual Property:** The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to MyLearningSpace, are the intellectual property of the course instructors. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of course content to third-party websites violates instructors’ intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by instructors. Failure to follow these instructions may be in contravention of the university’s Student Non-Academic Code of Conduct and/or Code of Academic Conduct and will result in appropriate penalties. Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with Wilfrid Laurier University.”

**Use of Zoom for Instructional Purposes**: Wilfrid Laurier University uses a range of technologies to facilitate in-person and remote instruction. Zoom is currently used for remote course delivery, including lectures, seminars, and group office hours, which may be recorded, stored and shared through MyLearningSpace for access by students in the course. For these course activities, students are permitted to turn off their cameras or use an alternative name to maintain their privacy after they have confirmed this with their course instructors. Student personal information is collected and used in the course in accordance with University policies and the [Notice of Collection, Use or Disclosure of Personal Information](https://www.wlu.ca/about/public-accountability/privacy/notice-of-collection.html). All exams and mid-terms in the course that are conducted online will be proctored using only technologies approved for assessment at Laurier as outlined [on this page](https://students.wlu.ca/services-and-spaces/educational-technologies/assets/resources/assessment-tools-in-remote-and-online-courses.html).

**Classroom Use of Electronic Devices:** In this class, technology will be an important part of our course material and used to enrich your learning. To make this possible, use common sense and courtesy in your use of electronic devices: silence, turn over, turn off, or put away your devices to avoid audible and visual distractions. Use them for class-related purposes only; non-instructional or unprofessional use will our shared learning environment

**Recording Synchronous Classes (If applicable):** Synchronous (live) class sessions may be delivered in this course through a video conferencing platform supported by the university [Zoom, Teams, Virtual Classroom]. Steps have been taken to protect the security of the information shared. For more information about Zoom and Office365 (including Teams), please visit ICT’s Tech Support and Services page. Class sessions will be recorded with the video and audio (and in some cases transcription) made available to students in the course in MyLearningSpace for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending in these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated course work. If you are concerned about the use or collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives. To learn more about how your personal information is collected, used and disclosed by the University, please see Laurier’s Notice of Collection, Use and Disclosure of Personal Information.

**Foot Patrol, the Wellness Centre, and the Student Food Bank:**

**Multi-campus Resource:**

* Good2Talk is a postsecondary school helpline that provides free, professional and confidential counselling support for students in Ontario. Call 1-866-925-5454 or through 2-1-1. Available 24-7.

**Kitchener/Waterloo Resources:**

* [Waterloo Student Food Bank](http://yourstudentsunion.ca/service/food-bank/): All students are eligible to use this service to ensure they’re eating healthy when overwhelmed, stressed or financially strained. Anonymously request a package online 24-7. All dietary restrictions accommodated.

* [Waterloo Foot Patrol](http://yourstudentsunion.ca/service/foot-patrol/): 519.886.FOOT (3668). A volunteer operated safe-walk program, available Fall and Winter daily from 6:30 pm to 3 am. Teams of two are assigned to escort students to and from campus by foot or by van.

* [Waterloo Student Wellness Centre](https://students.wlu.ca/wellness-and-recreation/health-and-wellness/index.html): 519-884-0710, x3146. The Centre supports the physical, emotional, and mental health needs of students. Located on the 2nd floor of the Student Services Building, booked and same-day appointments are available Mondays and Wednesdays from 8:30 am to 7:30 pm, and Tuesdays, Thursdays and Fridays from 8:30 am to 4:15 pm. Contact the Centre at x3146, [wellness@wlu.ca](mailto:wellness@wlu.ca) or @LaurierWellness. After hours crisis support available 24/7. Call 1-844-437-3247 (HERE247).