Introduction to Social Entrepreneurship

INDEV308 – Winter 2019

Faculty of Environment

University of Waterloo

Contact Information

Name	Email	Phone	Office	Office Hours
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Room & Time: Wednesday: STP 201   2:30 am – 5:20 pm

Instructor: Professor Sean Geobey

TA: Sean Campbell

Learning Outcomes

The desired outcomes from this course are to:

1. Act in response to complexity, ambiguity, and conflict.
2. Analyze elements of a "wicked problem" and use them to develop an analytical framework.
3. Integrate the ideas and perspectives of others into strategic communications.
4. Design a system intervention.
5. Assess and re-evaluate your role as an agent of change.

Course Summary

This course will examine the challenges of starting, funding and operating early-stage social change ventures. Students explore the challenges and opportunities associated with engaging diverse partners with differing agendas. Perspectives considered will include those of the entrepreneurs, investors, donors, local community leaders, governing boards and the intended beneficiaries of programs.

This course will be taught as a classroom-based **social innovation lab**. The challenges we face as a society and as a planet are increasingly complex, systemic and interrelated, which in turn calls for a new way of solving them. A social innovation lab is a process; one that is intended to support multi-stakeholder groups in addressing a complex social problem. As such, this class is part of a rich history in process design that includes 'whole systems' processes (e.g., Future Search) and 'design thinking' alongside entrepreneurial education.

What this means is that we will be working on a single complex challenge that is relevant to the local community here in Waterloo Region but has far broader implications. Your assignments are skill-building in their orientation

and will involve analyzing and communicating information about this challenge to specific audiences. Although each of your classmates will have their own particular interests, focusing on a single topic as a class will allow us to dive deeply into a challenge area, understand it and design innovative interventions. Context is critical in social entrepreneurship in any problem domain and the skills you will develop in this class are useful in understanding other complex social-ecological contexts in which you find yourself.

In this classroom social innovation lab we will (see **INDEV308 Concept Map**):

- start with a **wicked problem**

- use your individual **portfolio assignments**, **team pitches** and the **class portfolio**

- work through the wicked problem using system **mapping**, **design** thinking and **prototyping**

- integrate **system thinking**, **business models** and **empathy**

- develop interventions into the system with the potential to produce **social innovation**

- change **yourself**, the **class**, the **campus**, the **economy**, your **community** and the physical **environment**

- transform the system, generating new **wicked problems** for future classes to work through

INDEV308 Concept Map
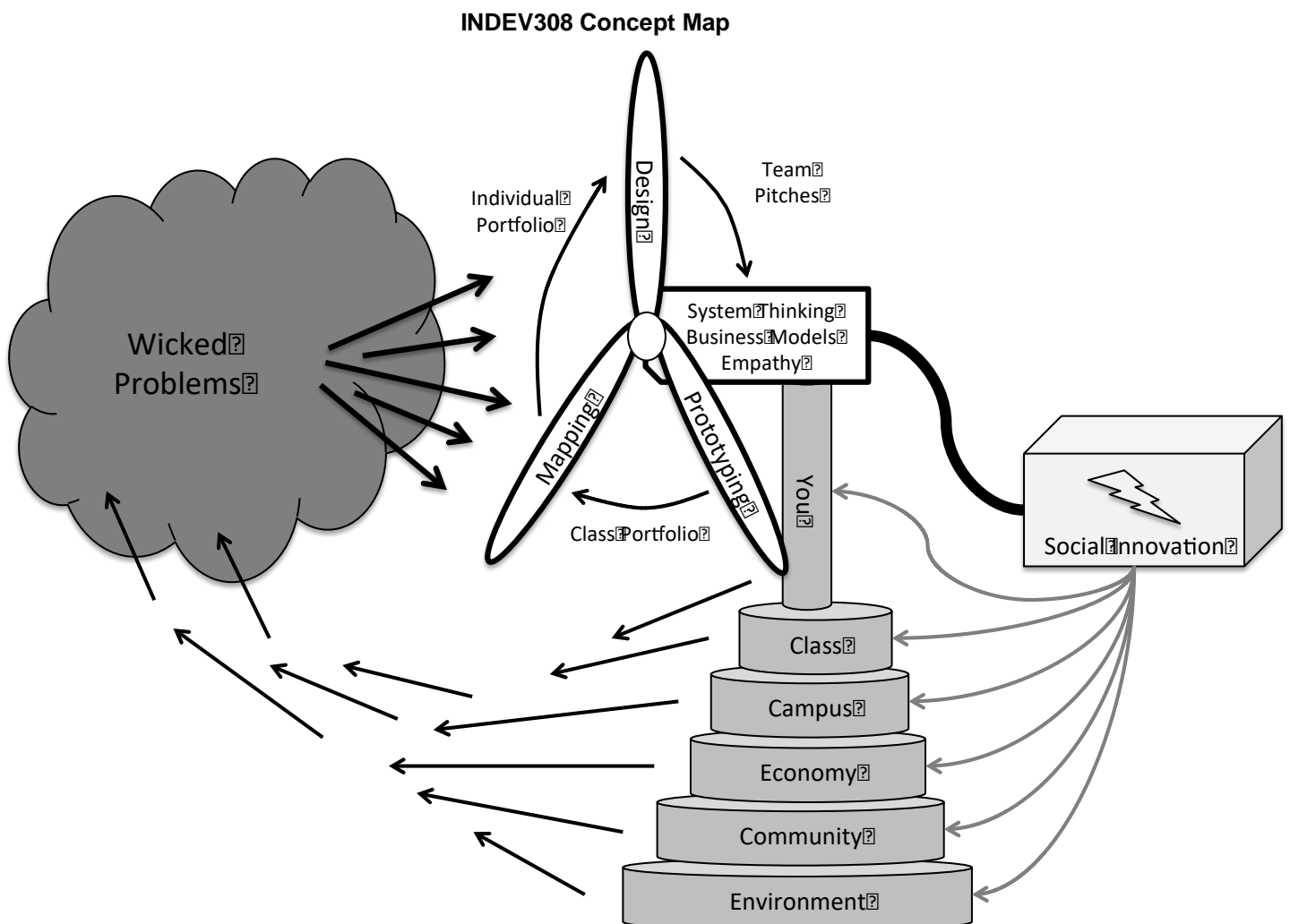
The complex class challenge under consideration changes every year, and this year the issue is ***Mental Health and Wellness in Waterloo Region***. The Winter 2018 INDEV308 class decided this would be a challenge

worthy of your attention, and at the end of this course you and your classmates will vote on a list of challenges for the Winter 2020 INDEV308 class.

Class Problem: Mental Health and Wellness

Cogito ergo sum – I think therefore I am. Both the joys and the pains of life are processed through our brains in connection with the world around us. This semester your challenge will be to think through our mental health and wellness systems at the University of Waterloo, in the Region of Waterloo, and beyond to transform these systems in the direction of supporting individual and collective resilience, sustainability, and flourishing.

With the March 2018 release of the President's Advisory Committee on Student Mental Health report the University of Waterloo has put student mental health at centre stage. Post-secondary students face challenges with depression, anxiety, and the onset of conditions that manifest in peoples' late-teens and early-twenties. Off-campus the Canadian Index of Wellbeing's report on the Region of Waterloo finds that although people in the region have slightly higher overall levels of life satisfaction than Canadians as a whole, work-related stress is high and within low-income and marginalized communities there are notable challenges. While managing mental health on our campus and in our region presents difficulties, the determinants of mental health connect with broader systems. How can we improve personal resilience to prevent crises? What are the social, economic, and ecological forces that contribute to mental health? Where do enabling wellbeing, growth, and joy fit into our mental health dialogue?

By working through these and many other questions you and your classmates will identify and map these complex systems to identify key leverage points where you feel there is potential for transformative change. With this knowledge you will develop products, processes and programs that have the potential to trigger transformative social change in this space.

Special thanks to Dustin Bortoluzzi, Maxine Cowlan, Rusha Jeyathavapiriya, Brooklyn Lester, Carly Mirrlees, Adam Moss, and Lauren Preiditsch from INDEV308 – Winter 2018 for suggesting this class topic.

Note that during this course you will likely have conversations with community partners and classmates about sensitive issues. Please treat these conversations with the appropriate level of respect and confidentiality and if you or a classmate are struggling please contact Counselling Services at Needles Hall, 2nd floor or at 519-888-4567 ext. 32655.

Summary of Course Assignments

Please note: Unless otherwise indicated, all assignments should be submitted online using LEARN or PEAR. Assignments sent via email will **not** be accepted. A detailed description of the requirements and grading criteria for each assignment will be available on LEARN.

Assessment	Description	Submission & Due Date	Weight
Problem Description	**Max two-page description of a specific leverage point in the Class Challenge**	**Submit to PEAR***	**15%**
		January 18	5% draft
		January 25	5% peer review
		February 15	5% final
Briefing Note	**Max two-page research note to a specific stakeholder with an interest in the Class Challenge**	**Submit to PEAR***	**15%**
		February 1	5% draft
		February 8	5% peer review
		February 15	5% final

Team Pitch	Pitch outlining a social intervention **NOTE: There will be Team Peer-Review throughout the term and this will be used to adjust your share of the team grades: March 1; March 15; April 1**	**Submit to LEARN;** **Team Peer-Review through PEAR**	**40%**
		February 25	5% Draft Business Model
		March 1	10% System Map
		March 22	15% Pitch Deck
		March 22	10% Pitch Video
Reflection	**Individual Reflection Assignments**	**Submit on LEARN**	**20%**
		Mar 1	10% Mid-Term Reflection
		April 1	10% Final Reflection
Class Attendance	**Attendance in class January 28, February 4, February 11, February 25, March 4, March 11, March 18, and March 25**	**Survey on LEARN**	**10%**
		January 11 Survey	**1%**
		Class sign-in sheet	**9%**

* Assignments submitted on PEAR will be viewed by some of your classmates for the purposes of the peer-review feedback. Please avoid including your name on these assignments.

Learning Outcomes and Course Activities

The following table suggests the connections between your course activities and the learning objectives

	Act in response to complexity, ambiguity and conflict	Analyze elements of a "wicked problem" and use them to develop an analytical framework	Integrate the ideas and perspectives of others into strategic communications	Design a system intervention	Assess and re-evaluate your role as an agent of change
Graded Assessments					
Problem Description	✓	✓	✓		
Briefing Note	✓	✓	✓	✓	
Peer-Review	✓		✓		✓
Draft Business Model	✓			✓	
System Map		✓	✓		
Pitch Deck	✓		✓	✓	
Pitch Video	✓		✓	✓	
Reflections		✓			✓

Ungraded Class Activities					
Class Lab - Mapping	✓	✓	✓		
Class Lab - Design		✓		✓	
Class Lab - Prototyping	✓			✓	✓
Class Portfolio	✓		✓	✓	

Tentative Schedule – Winter 2019

There is no textbook for this course. However, a number of readings refer to the Waterloo Institute for Social Innovation and Resilience's (WISIR) Learning Modules in Social Innovation which can be found here: https://uwaterloo.ca/waterloo-institute-for-social-innovation-and-resilience/education/learning-modules

Week	Topic	Readings	Lab Phase
Week 1 Jan 7	Class Expectations Key Concepts Empathy Maps **Jan 11 Survey**	INDEV 308 – Winter 2018 (2018) *Sustainable Food Systems: A compilation of student work including promotional posters, opinion editorials, briefing notes and business model pitch decks.* University of Waterloo School of Environment Enterprise and Development. INDEV 308 – Winter 2017 (2017) *Urban Intensification: A compilation of student work including promotional posters, opinion editorials, briefing notes and business model pitch decks.* University of Waterloo School of Environment Enterprise and Development. University of Waterloo (2018) *Executive Support and Recommendations.* Waterloo, ON: President's Advisory Committee on Student Mental Health. Canadian Index of Wellbeing (2018). *A Profile of Wellbeing in Waterloo Region.* Waterloo, ON: Canadian Index of Wellbeing and University of Waterloo. WISIR: 1.1	**Introduction**
Week 2 Jan 14	**COMMUNITY MEMBERS FOR SYSTEMS MAPPING** **Draft Problem Description, Jan 18**	WISIR: 1.2-1.4, 1.6 Brown, T. (2009) *Designers – think big!* [video file]. Retrieved from https://www.ted.com/talks/tim_brown_urges_designers_to_think_big?language=en December 27, 2017 Brown, T., & Martin, R. (2015). Design for action. *Harvard Business Review*, 93(9), 57-64. Meslin, D. (2010, October 9) *TEDxToronto - Dave Meslin "Redefining Apathy"* [video file]. Retrieved from https://www.youtube.com/watch?v=LuHNVYW4tW0 January 3, 2016.	**Mapping** Workshop activities will focus on understanding the problem, identifying relationships between elements in the system, and focusing on key leverage points.
Week 3 Jan	Systems Theory Systems Change and Leverage Points	WISIR: 1.5, 1.7, 1.9 – 1.16 Damberger, D. (2011, April 21) *Learning from failure	David Damberger	TEDxYYC |* [video file]. Retrieved from	

Week	Topic	Readings	Lab Phase
21	**Problem Description Peer Review, Jan, 25** **Jan 25 Problem Ranking**	https://www.youtube.com/watch?v=HGiHU-agsGY January 3, 2016 Illich, I. (1968). To hell with good intentions. In *An Address to the Conference on InterAmerican Student Projects (CIASP) in Cuernavaca, Mexico, on April* (Vol. 20).	
Week 4 Jan 28	**TEAM FORMATION** Team Contracts & Project Plans Policy Change **Class attendance** **Draft Briefing Note, Feb 1**	WISIR: 1.17-1.18 WISIR: 2.5 – 2.11 Meadows, D. (1997). Places to Intervene in a System. *Whole Earth*, *91*(1), 78-84.	
Week 5 Feb 4	Providing Feedback Scale Desirability, Feasibility, Viability **Class attendance** **Briefing Note Peer Review, Feb 8**	WISIR: 2.12 – 2.18 Senge, P., Hamilton, H., & Kania, J. (2015). The dawn of system leadership. *Stanford Social Innovation Review*, *13*(1), 27-33.	**Design** Workshop activities will focus on designing an alternative system and selecting the features that system would possess.
Week 6 Feb 11	**Class attendance** Business Model Canvasses **Final Problem Description, Feb 15** **Final Briefing Note, Feb 15**	Strategyzer (2011 September 1) *Business Model Canvass Explained* [video file]. Retrieved from https://www.youtube.com/watch?v=QoAOzMTLP5s January 3, 2016. Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. John Wiley & Sons. 1-51 Note: Chapter 1 is available for free online at http://www.businessmodelgeneration.com/downloads/businessmodelgeneration_preview.pdf	
Reading Week			
Week 7 Feb 25	**COMMUNITY MEMBERS FOR BUSINESS MODEL FEEDBACK** **Class attendance** **Team Draft Business Model, Feb 25 (before class)** **Mid-Term Reflection, Mar 1** **Team System Map, Mar 1** **Team Peer-Review through PEAR, Mar 1**	WISIR: 3.1-3.3	**Prototyping** Workshop activities will focus on developing pitches for prototypes
Week 8 Mar 4	Governance Desirability, Feasibility, Viability	WISIR: 3.4-3.6, 3.10, 1.20 Freeman, J. (1972). The tyranny of structurelessness. *Berkeley Journal of Sociology*, 151-	

Week	Topic	Readings	Lab Phase
	Class attendance	164.	
Week 9 Mar 11	Finance Legal Structures **Class attendance** **Team Peer-Review through PEAR, Mar 15**	Hansmann, H. (2014). All firms are cooperatives – and so are governments. *Journal of Entrepreneurial and Organizational Diversity*. Retrieved from http://www.jeodonline.com/sites/jeodonline.com/files/articles/2014/01/08/jeodhansmannallfirmsarecooperatives.pdf	
Week 10 Mar 18	Pitching II – Solutions **Class attendance** **Pitch Deck, Mar 22** **Pitch Video, Mar 22**	WISIR: 3.13-3.15 Meadows, D. (2001). Dancing with Systems. *Whole Earth*, (106), 58-63.	
Week 11 Mar 25	**COMMUNITY MEMBERS FOR FINAL PITCH** **Class attendance**	None	
Week 12 Apr 1	Wicked Problems **Team Peer-Review through PEAR, Apr 1** **Final Reflection, Apr 1**	None	**Next steps**

Individual Portfolio – Final Version of Assignments

The final version of your **Problem Description** and **Briefing Note** assignments will allow you to incorporate any feedback from peer review sessions or other thoughts and experiences you may have had since you handed in your first draft. While the individual portfolio provides you with an opportunity to revise your work and incorporate feedback remember to do so critically. Not all of the feedback you receive will improve the quality of your work so use your best judgement. It is possible for you to receive a lower grade on an assignment that is part of your individual portfolio than your draft if the quality of your work has fallen.

All the assignments that are included in your individual portfolio will be made available to your classmates on LEARN. Additionally, if you grant permission for these assignments to be publicly posted once the course in completed, they will be brought into consideration for the development of the class portfolio.

Consent to Publish

The student products from this course are anticipated to be of value to future students, community members and academic researchers. Because of this a selection of student products will be made publicly available as part of the 'Class Portfolio' the instructors request that you allow your work products to be included in such a package. However, should you choose not to have your work published or have it published anonymously you may choose to do so without prejudice or course penalty. **The consent to publish will be included as part of your Mid-term Reflection assignment**

consent without any course penalty, and that I also have the option of allowing material to be published without my name.

Your Team Pitch

Each project team consists of 3-5 people and you will form your teams during Week 4 of the course, using your classmates' **Problem Description** to seed your group formation. During the last half of the course you will work through a series of activities to develop an intervention into the class problem that you believe has real social innovation potential. Additionally, before the submission of your final pitch **your team must interview at least 10 key stakeholders** who would need to be involved to bring this pitch into reality (ex. customers, beneficiaries, suppliers, partners, financiers, government, etc.).

Reflection

At the mid-point of the course and at the end of the course you will be asked to write reflection pieces. For both of these you will be given the reflection questions in advance and these will ask you to synthesize course readings, learning from past assignments, and will ask you to make forward-looking plans based on course material.

Class Portfolio

During the second half of the course your individual portfolio submissions will be used to generate a class portfolio. The class portfolio will include up to **five Problem Descriptions**, **five Briefing Notes**, **five Team System Maps** and **three Team Pitch Decks**. Time will be allocated in class for students to rank a selection of assignments for their quality and the strength with which they communicate a key aspect of the class problem. Student rankings will be aggregated using a single-transferrable vote (STV) to select the final entries into the portfolio, and this portfolio will be published once the course is complete.

The class portfolio may be publicly posted on the School of Environment, Enterprise and Development's (SEED) website. Collectively you and your classmates will have put a great deal of work into understanding your class problem and there may be other students, researchers, policymakers, community organizations and businesses that would benefit from your learning. These benefits can include, but are not limited to:

- Providing example assignments for future INDEV308 students

- Actionable research for decision-makers working in this field

- Inputs into the work of students in other classes

- Data for researchers studying experiential learning

- Aiding in the recruitment of future community partners to participate in INDEV308 when future classes work on different class problems

- Exposing your work to potential employers, partners and funders in this problem domain

These benefits being noted, your participation in the class portfolio is optional. Only work that you have consented to have published on the department web site will be brought forward for consideration as part of the class portfolio, and you have the option of allowing your work to be published anonymously. **Participation in the class portfolio is completely optional and withholding your work will not result in any prejudice or course penalty.**

See Policy 73 – Intellectual Property Rights

Course Policies

Contacting the Instructor

Your course instructor is happy to make himself available to help you succeed in this course, as are the teaching assistants. To help us help you, please keep the following in mind:

All electronic communication should be sent through email. I will try to reply to legitimate inquiries from students within 2 business days (Monday to Friday). Please ensure that you include the course number in the subject line, as well as a meaningful descriptor of the topic of your inquiry (I will delete emails without a Subject Line). I will not answer any questions that have already been answered through the course outline, in class, on LEARN, or in course materials, so make sure you consult your course resources before submitting inquiries.

Policy on Use of Electronics and Electronic Media in Class

Laptop use in-class

Laptops are permitted in class for **course-related purposes only.** I request that you have a sense of courtesy and respect and do not misuse the computer in class, particularly as this class will involve frequent student-to-student interaction. Anybody found accessing the internet for other purposes (e.g. checking email, chatting, Facebook, non-course sites, playing on-line games, etc.), or using laptops off-line for non-course purposes (e.g. games, movies, music), **will be asked to leave the class**. This being noted, the class will be working on real problems in real time and there will frequently be times when conducting research on your laptops in class will be directly relevant to and supportive of the class learning objectives.

We also refer you to university policy:

> University Policy 33 ("Ethical Behaviour") states that "no member of the University community (faculty, staff, student) may unduly interfere with the study, work or working environment of other members of the University or any aspect of another's University activity." The policy adds that "A 'poisoned environment' (or one that is intimidating, hostile or offensive) can be created based on any of the prohibited grounds under the Ontario Human Rights Code, and can be described as comment or conduct that is contrary to the aims of maintaining a supportive, respectful and tolerant environment." Using a laptop to view potentially offensive or inappropriate images during class could certainly contravene this policy, and an instructor would therefore have the responsibility to direct a student to refrain from this activity during class. Similarly, if a student is using a laptop in class to view material that is not offensive per se but merely distracting to others -- for example, a video of a high-speed car-chase -- it might reasonably be deemed to "interfere with the study, work or working environment of other members" of the class.

> We may ask that you close your laptops for short times during certain activities, such as during a small group discussion. In the past, we have had students complain that it is hard to concentrate in the midst of all the tapping being made by classmates who are taking notes with laptops. If we get complaints throughout the semester, we may designate a "laptop zone". You can place your laptop on something soft (like a binder), so that the tapping does not resonate through the hard surface of the desk.

LEARN (D2L)

We will be using LEARN (D2L) online for this course. The course website will be the PRIMARY mode of communication for this course. Please ensure that you check this website regularly for announcements and other material that may be added from time to time. It is your responsibility to ensure that your LEARN (D2L) email address is kept up to date in case we need to send you a message individually. Unless otherwise noted on the Assignment outline, all assignments must be **submitted electronically to LEARN (D2L)** by the indicated deadline. Any handouts as well as lecture notes that are important will also be added to the website throughout the semester. You are responsible for taking notes in lectures and catching up on any missed material. **Detailed descriptions of the requirements for each assignment are also placed on LEARN (D2L).**

Peer Evaluation, Assessment and Review (PEAR)

We will also be using the University of Guelph's Peer Evaluation, Assessment and Review (PEAR) for this course. This site will be used for the all of the Personal Portfolio assignments and for their P2P (Opinion-Editorial, Briefing Note, Problem Brief). **If you do not submit your draft assignments in on time, you will**

NOT participate in the P2P feedback components for these assignments and will earn a ZERO on your P2P for those assignments you have missed.

Cell phones and other mobile devices

Please make sure that cell phones, iPhones, Blackberries, iPods or similar devices are muted while in-class.

Policy on Remarking of Assignments

If you feel a mistake has been made in marking on assignments you can request a remark **within 1 week of your grade being posted on LEARN.**

For remarking:

- Print a paper copy directly from the course website that clearly shows the date of the materials, and includes all comments and grading that was provided by the instructors/TAs.

- Include your own coversheet (typed or handwritten is fine) with your name and your specific request for remarking. On your coversheet you must specify the sections you want addressed, a rationale for why it deserves consideration, with specific reference to the rubric and assessment criteria. General requests are not acceptable.

- Remarks must be submitted to the professor's office, mailbox, or under the door in paper form. Email requests for remarks will not be accepted.

- The Professor will remark the entire submitted work for consistency with the rubric, with special attention to the specific request noted by the student. **The mark may increase or decrease as a result**.

Policy on Late Submissions

We do not allow late submissions unless you have compassionate grounds for lateness. Should you not be able to meet a deadline due to compassionate reasons (e.g. illness or death in the family), you **may** be asked for documentation. Please advise the instructor of any issues as soon as you are able to, and preferably before the assignment deadline.

All assignments are due on the date and time indicated. Late assignments (without penalty) are permitted only when specifically allowed by the instructor. Permission may be obtained in advance for late assignments (with no penalty), but this must occur by email at least 3 days PRIOR to the assignment deadline.

For Problem Brief, Briefing Note, and Opinion-Editorial assignments:

- Late initial submissions will receive a mark of 0 and will neither be peer reviewed nor receive TA feedback. However, half of the initial submission weight will be added to the final revision weight.

- Late peer reviews affect your peers' ability to effectively incorporate your comments and observations into their final revision. Late peer reviews will receive a mark of 0.

For all other assignments late assignments will be penalized by 10% for each day it is late and by 50% if submitted prior to the end of the course. Only in exceptional cases will this penalty be waived!

Unclaimed assignments

Unclaimed assignments will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

Grading guidelines

Performance in this course is graded based on an evaluation of the assignments produced. Assignments are not graded on a curve, however grade distributions are likely to fall into the following distribution ranges with an overall class mean of 73-78%.

Grade (%)	Qualitative description	Expected distribution
90+	Exceptional – in the sense that grades above 90 should be the exception and granted only where the student performance clearly exceeds the course expectations and shows full mastery of the subject matter of the course	10-20%

85 -90	Outstanding – demonstrates excellence and an insightful grasp of the subject matter. Marks here should be awarded to students that clearly exceed the expected performance in the course relative to other students.	
80-85	Excellent – demonstrates a strong grasp of subject matter in all or most areas of the course and ability to produce work of consistently high quality	60-80%
75-80	Very good – demonstrates strong grasp of subject matter across most areas of course and good or satisfactory knowledge in others, as well as ability to produce work above expected level.	
70-75	Good – demonstrates good knowledge of fundamental concepts and satisfactory understanding of more advanced ideas within course. Has ability to produce work at required level.	
65-70	Satisfactory – demonstrates basic understanding of fundamental concepts within course, but lacks advanced understanding of application. Inconsistent quality of work, but overall at required level.	10-20%
60-65	Minimally satisfactory – student achieves minimum expectations in most areas, and produces work that rarely exceeds minimal requirements	
50-60	Marginal performance – student demonstrates superficial grasp of subject matter in many areas of the course.	
Below 50	Fail	

General Academic Information

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities: see www.uwaterloo.ca/accountability/documents/courseoutlinestmts.pdf   The text for this web site is listed below:

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 www.uwaterloo.ca/academicintegrity/ for more information.]

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, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. 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 [check www.uwaterloo.ca/academicintegrity/] 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. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

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

The Writing Centre: The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting 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 drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. 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. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.