

# **Acknowledgement**

We acknowledge that we live and work on the traditional territory of ‎ the Neutral, Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

# **INDEV 401 - International Development Placement 1**

Fall Term 2020 Academic Units 1.5 Course Duration: Sept 08 to Dec 07, 2020 Prerequisite: INDEV 476 Field and/or E-volunteering Placement actual start/end dates will vary by country and host organization and WUSC contractual requirements.

# **INDEV 402 - International Development Placement 2**

Winter Term 2021 Academic Units 1.5 Course Duration: Jan 06 to April 08, 2021.\*\* Please note that the details for the Mandatory Capstone Week Program at St. Paul’s University College are to be confirmed.

**Instructor**: John Abraham, Rm 221 St. Paul’s University College

**Communication**: Please use your uwaterloo email to contact me at j9abraha@uwaterloo.ca. Please add INDEV 302 to the subject line.

*Note: Additional details for INDEV 402 will be posted on LEARN first day of Winter Term. Unless noted otherwise, all 401/402 assignments must be submitted by Dropbox on 401/402 LEARN; further instruction for assignments is found under Content, assessment rubrics posted under Rubrics.*

# **Course outline**

## **1. Course Summary**

This course will focus on the students’ placement experience and support this process through regular touch points, individual reflection assignments and group debriefs. More substantial assignments will be due at the end of each semester and will focus on synthesis, professional development and knowledge dissemination.

### **Background**

INDEV 401 and 402 together consist of a total eight-month international field and/or e-volunteering placement supplemented with graded assignments and a Capstone program (to be determined) following the conclusion of the students’ placements. During the placement, students are required to fulfil work duties in accordance with the timeframe, terms and conditions of their volunteer contracts with our placement providers. At the end of the field placement, students will complete a mandatory debriefing and Capstone program, tentatively to be held at St. Paul’s University College during the last week of April (April 26-30).

The international field placement course (INDEV 401 and 402) is a required component of the Bachelor of Environmental Studies – International Development (BES-INDEV) Practice Specialization. The importance placed on the placement reflects the University of Waterloo’s commitment to the internationalization of education and learning through experience.

INDEV supports the Canadian Bureau of International Education’s stated purpose for internationalization, which is to educate students to become global citizens with “attributes of openness to and understanding of other worldviews, empathy for people with different backgrounds and experience to oneself, the capacity to value diversity, and respect for indigenous peoples and knowledge.” (Gough et al, 2016) The 401/402 course aims to help students develop and demonstrate these attributes of global citizenship and prepare for careers in the demanding field of international development.

### **Objectives**

This course is designed to provide students with the opportunity to advance and acquire knowledge, skills and intercultural competencies, including:

* practical insights into the lived realities and struggles of people living under difficult conditions
* appreciation of the complexity of policy challenges nested within overlapping political, social, economic, cultural and environmental factors
* personal capacity to understand needs, support ongoing efforts and work alongside local actors working for social justice, environmental sustainability and inclusive economies.
* increased personal awareness and competencies in professionalism while working as part of a team

### **Role of course instructor**

The course instructor has over a decade experience working with NGOs, universities and other partner organizations in Canada and across the Global South. He will assume responsibility for the day-to-day implementation of the WUSC and CECI INDEV partnership on behalf of the University. In this dual role as instructor and placement supervisor, the aim is to ensure students are adequately prepared for their international and remote work experience, and have appropriate levels of guidance and oversight from the program as well as from our placement providers and their local partner/host organizations.

During the placement, the course instructor is available to offer guidance to students remotely and to encourage students to develop their own set of practices to enhance their experience. Such practices may include: staying engaged, posing and discussing questions with others, investigating issues of interest, resolving workplace issues through positive communication, reflecting daily or weekly in a journal, connecting personal experiences to the broader context for development, and paying attention to language, expression, mistakes, successes and context.

The instructor will normally discuss the student’s progress one-on-one, meet WUSC and/or CECI in-country staff, his/her supervisor and co-workers to learn about the host organization’s work, and encourage the student to explore opportunities to advance his/her learning and professional networking during the placement.

## **2. Field Placement Overview**

### **Experiential learning by design**

Experiential Learning (EL) is usually defined as the process of learning through a progression from action to critical reflection and then a revised course of action. In the course students will use the EL approach to assess their own progress, such as making a record of their activities and to reflect on their significance using a variety of criteria.

This field placement consists of eight consecutive months following the university timeframe from September to April. The length of the placement is intentional and important for experiential learning. Students need time to adapt to working in partnership with a different cultural context and integrate into working with what can often be a challenging work environment subject to frequent disruptions caused by political upheaval, power outages, public sector strikes, etc. Within the eight-month timeframe, the course expectation is that students have the time to adapt, build relationships within their host organization, and apply or acquire a combination of knowledge, energy, ideas, skills and creativity to advance the host organization’s mission and impact and learn how to be effective within their roles at the host organization.

### **Partnership for sustainable development**

Through partnership with WUSC and its sister organization, CECI, INDEV strives to ensure that students are matched to host organizations that share the INDEV vision of building a more just and sustainable world through an approach that is collaborative, ethical, and inclusive. Students undertaking their placement under the ‘Arrange own Field Placement’ (AoFP) provision are encouraged to read this syllabus and arrange for a placement experience with their proposed in-country partner that id modeled on the goals and operation of this program. In the case of the AoFP option, the instructor will advise students on the development of their proposed placement, but the placement will function purely through an agreement between the student and the host organization. The student will be responsible to secure all necessary pre-departure preparations (e.g. immunizations, visas, flight bookings) and in-country provisions (e.g. safe and adequate accommodations, transportation) for the successful completion of their placements.

In 3B Term, INDEV students are matched to a field placement with a local partner organization in a developing country through our placement provider, World University Service of Canada (WUSC) and/or Centre for International Studies and Cooperation (CECI). WUSC and CECI have decades of experience in volunteer-sending and managing aid-funded development programs, with offices in 14 developing countries within Asia, Africa and South America. Both organizations share the INDEV commitment to building greater human capital for sustainable development and believe that experiential learning is an essential component of preparing university students to help build a fairer, more sustainable world.

These partner organizations typically expose students to work that relates to one or more of the United Nations’ sustainable development goals (SDGs). The SDGS consist of 17 goals <https://sustainabledevelopment.un.org> aimed at building sustainable cities and communities, and protecting the environment through local, national and global initiatives.

In-country partners selected for INDEV placements may be involved in more than one sector, which may include: building sustainability and public participation into tourism development and disaster recovery, providing business training for youth, supporting fair trade and organic agriculture producers with marketing and other support services, evaluating environmental change, or developing advocacy and fundraising materials for marginalized groups of citizens.

Under its institutional agreement with INDEV/University of Waterloo, local partners are required to provide INDEV students-WUSC and/or CECI volunteers the following for INDEV placements:

* Where applicable, a safe and secure workspace in-country
* orientation to the workplace and organizational culture
* some degree of responsibility assigned to the student for a specific job or task
* where relevant, the opportunity to participate in field trips and/or collaborate with co-workers; and
* a supervisor and coworker(s) assigned to work with the student.

### **Application and matching process**

In 3B Term, INDEV students are required to submit a general application for field placement to WUSC and/or CECI and participate in at least one interview and other activities as directed. Once the student’s skills and interests are assessed, students are matched by WUSC and/or CECI to a shortlist of host organizations identified by WUSC and/or CECI and INDEV. Countries available for placement may vary year to year and are subject to change without notice. Under the AoFP provision, students must present to the instructor a compelling case as to why they believe that such an arrangement can provide them with a unique opportunity for their own vocational goals and interests and their likelihood to succeed in such a placement, given such attributes as the students’ deep familiarity with the local cultures and languages and/or longstanding family/personal ties to the proposed placement location.

Students will not be assigned to any country or region with a security risk level of three or four issued by the Government of Canada. For more information about the Government of Canada’s travel advisories and security risk assessments, refer to the Government of Canada’s Travel Advisory website here: <https://travel.gc.ca/travelling/advisories>

Once the match occurs, final approval is made by the local partner organization. This process can take several weeks to months. Through this process the student is consulted about the scope and terms of the placement to ensure the match is appropriate. After a placement is approved by all parties, including the student, WUSC and/or CECI will issue a detailed contract for the student to sign, normally during the pre-departure training. This contract governs the field placement period from departure to return to Canada. Students under the AoFP provision, are advised to obtain in writing from the local partner a detailed job profile and timeline listing the students’ responsibilities, expectations of the employer and student, reporting structure, work-related provisions (e.g. office, transportation and accommodation during fieldwork) and provisions for the students’ safety and security. While the instructor can advise the students on the development of this agreement, the students are reminded that the university will not be a party to the agreement and that the agreement will be solely between the student and the proposed host organization.

### **Placement mandates and expectations**

Students are expected to carry out their assigned duties to the best of their abilities, without remuneration, both to receive academic credit for the experience, and as a service to the host organization. This year, the WUSC and/or CECI placements will consist of two consecutive 4-month positions, possibly with different organizations.

Students normally receive a brief outline of the work assignment or mandate during or shortly after 4A Spring Term. Assignments may be subject to change without notice and are expected to evolve once the student has met with their in-country team. Mandates are typically not developed in detail until the host organization and student have met and reviewed the host organization’s needs and priorities in light of the student’s particular interests and capabilities.

Once the semester begins, a work plan is initiated through discussion with his/her local supervisor and WUSC and/or CECI representative(s). The students’ role and responsibilities are expected to evolve over time and will depend on the individual student’s capacity and interests as well as the priorities of the local partner organization during the placement period. The student may request a consultation with the course instructor about his/her mandate at any point during the placement with the understanding that the student’s first points of contact for discussing mandate challenges (and opportunities) should be the host organization supervisor, followed by the WUSC and/or CECI in-country team (volunteer support coordinator and/or the country director).

### **Work duties**

Work duties may include:

* Assisting an ongoing project or initiative
* Developing a new initiative or special project
* Writing/editing reports and funding proposals
* Interviewing people and/or designing/implementing surveys to collect data/feedback
* Using multi-media tools to document local development program impacts
* Collecting and/or compiling environmental data
* Preparing team presentations
* Researching, sharing or evaluating practice or opportunities for problem-solving
* Exchanging knowledge and ideas on sustainability
* Organizing studies and conferences
* Enhancing participatory approaches
* Developing websites and databases to aid organizational goals
* Bringing fresh ideas and perspectives to trainings related to development and environmental challenges

### **Student health and safety**

INDEV recognizes that travel to and living/working in or remotely with a partner in a foreign country for eight months may present certain health and safety risks, and environmental hazards particular to the country and region of placement. INDEV and its placement providers are committed to safeguarding student health, safety and security while travelling to/from and living/working in the field placement country. The institutional partnership with WUSC and CECI is instrumental for managing risks associated with international travel and work and ensuring students are adequately prepared prior to departure, are properly insured, and supported by in-country staff throughout the eight months. Our mutual goal is to ensure students have access to the information, services and expertise they need to maintain their health and safety and are trained to know what to do in any adverse situation that may arise (accidents, injury, theft, illness, etc.). A key element of this preparation is the mandatory pre-departure training normally held in Ottawa several weeks prior to departure. Students are also required to comply with the University of Waterloo’s requirements for safety abroad and emergencies, details of which are provided during 4A Spring Term by Waterloo International. Students in on placement under the AoFP provision, are encouraged to secure commitments form their host organization in writing to ensure that information, services and expertise they need to maintain their health and safety and are trained to know what to do in any adverse situation that may arise (accidents, injury, theft, illness, etc.). This may include pre-departure and/or in-country training.

### **Costs**

Extra costs may apply to both INDEV 401 and INDEV 402 and are subject to change without notice. Extra costs refer to costs over and above tuition, including return airfare, visas, accommodation, and in-country living expenses. Our placement providers make every effort to keep placement costs to a minimum however costs are subject to change without notice due to factors beyond the control of the university or the placement providers. Ordinarily, details on costs and services, and awards provided by the university to offset field placement costs, may be found here: <https://uwaterloo.ca/school-environment-enterprise-development/undergraduate/international-development/field-placements/field-placement-policies>

\*\* NOTE: Given the unusual circumstances of the current academic year, particularly with relation to travel restrictions, WUSC has agreed to waive placement fees for as long as students remain in Canada. Placement fees will only apply if the students travel to the field at any point during their placements and will be calculated in proportion to the time they will be in the field.\*\*

Students under the AoFP provision are encouraged to discuss and clarify with their proposed host organization, all expectations around the any costs associated with the placement, including but not limited to flights, visas, transportation, immunizations, insurance and accommodations.

## **3. Learning Outcomes**

Learning outcomes associated with placement are difficult to predict because no two students develop the same emotional or intellectual capabilities and competencies while on placement nor are two placements ever quite the same. However, the course is designed to support an ethical and collaborative approach to learning by setting boundaries, conveying expectations and striving to ensure that each student has an appropriate level of guidance, oversight and support services in-country. Through the placement experience and course assignments students are expected to develop their own unique set of knowledge, skills and competencies for working effectively with local actors in different cultures. Such skills could include intercultural competencies, critical assessment and reflection, working in teams effectively, communications, problem solving and analysis using methods appropriate to the particular context.

## **4. Course Components**

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| **Course component** | **What skills and competencies will students have the opportunity to demonstrate/practice/develop?** |
| **401/402** **Placement****WUSC/CECI/****AoFP****contract, Biweekly reports** | **Intercultural competencies*** adaptation skills
* attitudes of respect, humility, willingness to learn, self-confidence
* understanding of the concept of culture
* knowledge of host organization, country and culture
* self-knowledge
* intercultural communication

 - organizational skills **Analysis** * analyzing complex issues from a social, economic and environmental perspective at the same time
* identifying constraints and opportunities in at least one sector
* evaluating what constitutes best practise
* building evidence for what works and what doesn’t

**Problem Solving*** developing a strategy to achieve a specific goal, recognizing social, economic and environmental dimensions
* working with local actors to define problems and solutions
* collaborating with others to come up with more sustainable approaches, or strategies for undoing past harm or injustice
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| **Reflective** **Assignments** | **Intentional and critical reflection*** integrating and making sense of new professional, cultural and social experiences
* appreciating the impact of social and cultural practices as well as the actions of organizations that engage with them
* interrogating personal biases, assumptions and values
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| **Blogs, videos or other public facing communication assignments** | **Written communication and critical reflection*** communicating compellingly and persuasively and purposefully for non-academic audiences
* analyzing local actors, host organization, country, culture, environment
* reflecting on personal biases and assumptions
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| **Interview Assignment** | **Research and career advancement*** data collection, recording and analysis
* synthesizing professional perspectives from diverse contexts
* engagement with potential future employment sector
 |
| **401 Work Experience Report**  | **Written communication*** providing evidence of sector learning
* identifying constraints and opportunities in at least one sector related to host organization

**Critical reflection** * assessing learning progress and skills development
* evaluating or advocating for best practise
* thinking about ways of doing things more sustainably
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| **402 Capstone Presentation**  | **Integrative learning** * connecting relevant experience with academic knowledge of sustainable development
* demonstrating knowledge of at least one sector’s approach and impact
* applying skills and competencies to solving a difficult problem or exploring complex issues in an original way
* producing the assignment in a way that enhances meaning and pays attention to local language, thought and expression.
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## **5. Course Assessment**

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| **INDEV 401** |
| Assignment | Weight | Due Date | Description |
| Field Placement/WUSC/CECI/Contract; AoFP;Biweekly Reports | 40% | biweekly | This grade will be awarded on successful completion of the first 4-months of the WUSC and/or CECI and/of AoFP placement. Successful completion will require students to fulfil their work duties and time commitments in accordance with the volunteer contract and standards. You will also be asked to regularly submit a short biweekly report on Dropbox, indicating your progress. A template for these reports will be provided. The week after these reports are submitted, students will meet online with the instructor at a mutually agreed time for a group debrief (see below). Please note that partial c­­­­­­­­ompletion will be graded as Incomplete. Marks may be deducted for unsanctioned work absence or performance issues. |
| Reflective Assignments\* | 20%(10%x2) | OctoberNovember | As students engage with their placement related responsibilities, they will be asked to reflect on how they are being impacted by their experiences and how they are responding to them. Each assignment will address a separate theme. Submit to INDEV 401 Dropbox on LEARN |
| Biweekly Meetings  | 20% | September-December | Students will meet as a group with the professor for an hour every other week to debrief and discuss the biweekly reports. These meetings will be arranged at a mutually agreeable time and staggered a week after reports are submitted.  |
| Term Report | 20% | December 07 | Using your reflective assignments and biweekly reports, you will complete a term report using the INDEV 401/402 Work Experience Report Template. Submit to INDEV 401 Dropbox on LEARN.  |

\* *Based on the approach designed by Dr. Edmund Pries, Wilfrid Laurier University.*

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| **INDEV 402** |
| Assignment | Weight | Due Date | Description |
| Field Placement/WUSC/CECI/Contract; AoFP;Biweekly Reports | 40% | biweekly | This grade will be awarded on successful completion of the second term of the WUSC/CECI contract. Successful completion will require students to fulfil their work duties and time commitments in accordance with the WUSC/CECI volunteer contract and standards. You will also be asked to regularly submit a short biweekly report on Dropbox, indicating your progress. A template for these reports will be provided. The week after these reports are submitted, students will meet online with the instructor at a mutually agreed time for a group debrief (see below). Please note that partial c­­­­­­­­ompletion will be graded as Incomplete. Marks may be deducted for unsanctioned work absence or performance issues. |
| Biweekly Meetings | 20% | September-December | Students will meet as a group with the professor for an hour every other week to debrief and discuss the biweekly reports. These meetings will be arranged at a mutually agreeable time and staggered a week after reports are submitted. |
| Interview Assignment | 15% | Feb-March (securing interview dates), April (report) | While preparing to return to Canada at the end of March, students will identify two professionals in Canada working in an area relevant to the themes of your placement. Students will correspond with them via email and secure dates to conduct two phone-based interviews. On returning to Canada students will contact these 2 professionals in Canada. Students will present a short report based on your interviews in response to an assignment rubric that will be posted on Learn.  |
| Capstone and Deliverables | 25% | April 07 | Student participation in the Capstone week is a requirement of the course. Deliverables will include a short video (20%) AND an oral presentation explaining your poster/video (10%). *Detailed instructions including individual deadlines will be posted to 402 on LEARN Winter Term.*Capstone deliverables must persuade your University of Waterloo audience about one or more of the following: A critical exposition of a more sustainable way of addressing a recurring problem, based on your host organization’s work OR  A critical overview of some aspect of your host organization’s mission/work/impact/network that displays aspirations or evidence of social justice, environmental sustainability or inclusive economic development OR  if none of the above discuss your topic/idea with your instructor.    |

\* *Based on the approach designed by Dr. Edmund Pries, Wilfrid Laurier University.*

## **6. Course Policies**

### **Class Participation and Professionalism**

This course represents your transition from the classroom to effective learning and working in challenging intercultural contexts globally. To get the most from this course, you will be expected to develop and demonstrate professionalism which includes developing a professional communication style, being courteous, honest, punctual, self-motivated, cooperative, curious, empathetic to others, non-judgemental of others, capable of receiving feedback to improve your work, and willing to learn from and respect others, regardless of differences.

Your punctual attendance, participation and timely completion of assignments are important elements of successful performance in this course and your field placement. Each week’s content and assignment is designed to help you work on and complete your assignments (aka deliverables). Your weekly attendance is part of your 10 percent mark for professionalism. If you need to miss a class, it is expected that you inform the course instructor at least 24 hours before class time. Even with notification, marks will be deducted for non-attendance. Students can miss one class without penalty.

### **Late Work Policy**

Weekly assignments must be submitted to the Dropbox on or before the following Tuesday class at 8:30 AM. Feedback on weekly assignments and expectations for report content will be provided in class each week. Weekly assignments will not be accepted if submitted after the due date.

A total of 3 grace days will be provided for submitting the professional report outline and final report late. You do not need to notify the instructor if you intend to use the grace days. If you exceed the 3 grace days, the penalty is 5 percent per day per assignment grade, starting at 12:00 midnight of the day the work is due. The instructor reserves the right to deduct marks for lateness regardless of the reasons for lateness given.

### **Academic Integrity and Plagiarism**

Academic integrity is a fundamental part of academic success; however, each year there are a large number of cases of academic integrity misconduct in every faculty by both undergraduate and graduate students. Many of these cases involve plagiarism. Plagiarism is “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes.” Plagiarism can have serious academic consequences for students. Policy 71 - Student Discipline outlines the academic integrity standards for University of Waterloo, including standards for plagiarism.

### **University of Waterloo/Faculty of Environment policies**

**Intellectual property:**Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as: Lecture content, spoken and written content (and any audio/video recording and presentation 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).

**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. The University’s guiding principles on academic integrity can be found here: http://uwaterloo.ca/academicintegrity. ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students: http://uwaterloo.ca/academicintegrity/Students/index.html Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70.

**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 http://www.uwaterloo.ca/counselling-services 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, and relationship issues.

**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. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

**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

**Communications with instructor:**All communication with students and instructors 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.

## **UW RESOURCES FOR STUDENTS**

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| HELP NEEDED: | HELP PROVIDED: |
| **Writing skills** Unsure how to write in own words or organize ideas e.g. statements: * *“I don’t know how I am supposed to write this in my own words”*
* *“I don’t know how to paraphrase what the author wrote in a different way”*
* *“What I am supposed to source?”*
* *“I don’t have any value to add to the argument”*
* *“I don’t know how to write a ...”*
* *“I have some thoughts and research, but I don’t know how to organize them...”*
 | * Attend a Writing Centre (WC) workshop – e.g., ‘Say it in your own words: paraphrase & summary’
* Review Writing Centre (WC) writing resources, such as ‘”Integrating Evidence”
* Use WriteOnline resources
* Meet with a Writing Centre (WC) writing specialist by booking an appointment or attending a drop-in session at the Library
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| **Stress and time management skills** Struggling with workload stress, sufficient time for course work and/or how to approach large assignments e.g. statements: * *“I was overwhelmed with what I needed to accomplish”*
* *“It was such a big assignment – I didn’t know where to start”*
* *“I was experiencing a lot of stress as a result of my heavy workload, deadlines and pressure to succeed”*
* 􏰞  *“I am running out of time. I don’t have enough time to double check my references and/or sources”*
 | * Student Success Office workshops – e.g., ‘Get this term started’ and ‘Organizing Your Time’
* Student Success Office time management resources – e.g., ‘Backwards Planning’
* Book Peer Success Coach appointment
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| **Referencing and research skills** Unsure how to find good sources, cite sources and/or quote ideas e.g. statements: * *“I don’t know how to find good sources”*
* *“I struggle to know what to cite in my papers”*
* *“I don’t know how to reference the research I find”*
* *“I am not sure how often I should quote and how often I should analyze the information”*
 | * Review Find and use resources and use the Library’s Quick Start Guide to get started with your research
* Review Citing Sources and consider using citation management software, like RefWorks, to keep track of, and format, citations in the style you need
* Attend Library workshops – e.g., ‘Citing Properly with RefWorks’
* Review Avoiding Plagiarism or How to Successfully Use the Works of Others
* Contact your subject librarian or Ask us for help using the Library and its resources
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| **Plagiarism consequences** Unsure of policies regarding plagiarism or its consequences e.g. statements: *“I don’t understand what plagiarism is, or the consequences of plagiarizing”* | **Review Office of Academic Integrity resources:** * Introduction to Policy71
* Academic integrity tutorial o 10 tips to avoid academic misconduct
* Academic integrity fact sheet for students
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