

Course Schedule

Important: **ALL TIMES EASTERN** - Please see the [University Policies](#) section of your Syllabus for details

Please note that the Course Schedule only lists activities and assignments. Students should be working through the weekly Content Module pages step by step. Activity and Assignment due dates are listed in chronological order.

Week	Activities and Assignments	Due Date	Weight (%)
Week 1 – Introduction to Social Justice and Our Class Community	Activity 1.1 – Introduce Yourself to the Class	Friday, May 14, 2021 at 11:55 PM	Contributes to Participation: Weeks 1-6 (10%)
	Activity 1.2 – Social Justice Mind Map	Friday, May 14, 2021 at 11:55 PM	Contributes to Participation: Weeks 1-6 (10%)
	Activity 1.3 – What does Social Justice Mean to YOU?	Friday, May 14, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 1-6 (15%)
	Activity 1.4 – Group Norms Discussion	Friday, May 14, 2021 at 11:55 PM	Contributes to Participation: Weeks 1-6 (10%)
Week 2 – Understanding Diverse Perspectives	Activity 2.1 – How do you respond to triggers?	Wednesday, May 19, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 1-6 (15%)
	Activity 2.2 – "Understanding our Triggers" Discussion	<i>First post (Firm*):</i> Wednesday, May 19, 2021 at 11:55 PM <i>Reply:</i> Friday, May 21, 2021 at 11:55 PM	Contributes to Participation: Weeks 1-6 (10%)
	Activity 2.3 – Examining Trigger Warnings	Friday, May 21, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 1-6 (15%)
	Activity 2.4 – Visualizing Social Justice	Friday, May 21, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 1-6 (15%)
	Pods will be created by Technical Support	Check after Friday, May 21, 2021 at 4:30 PM	Contributes to

**Week 3 –
Autoethnography**

Activity 3.1 – Defining Autoethnography	Friday, May 28, 2021 at 11:55 PM	Portfolio of Weekly Activities: Weeks 1-6 (15%)
Activity 3.2 – Desmond Cole: The Issue is Bigger than Police Carding (towards Autoethnography)	Friday, May 28, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 1-6 (15%)
Activity 3.3 – Evaluating Topic Sentences	Friday, May 28, 2021 at 11:55 PM	Contributes to Participation: Weeks 1-6 (10%)
Activity 3.4 – Writing Topic Sentences	Friday, May 28, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 1-6 (15%)

Week 4 – Privilege

Activity 4.1 – Daily Effects of White Privilege	Friday, June 4, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 1-6 (15%)
Activity 4.2 – Draft Critical Autoethnography	Friday, June 4, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 1-6 (15%)
Activity 5.3 – Critical Autoethnography Workshop – Peer Review	Step 1 (<i>Firm*</i>): Monday, June 7, 2021 at 11:55 PM Step 2: Wednesday, June 9, 2021 at 11:55 PM	Contributes to Participation: Weeks 1-6 (10%)

Week 5 – Race and Racism Part I

Activity 5.1 – Social Justice Guidelines Discussion	Step 3: Friday, June 11, 2021 at 11:55 PM Step 4: Friday, June 11, 2021 at 11:55 PM	Contributes to Participation: Weeks 1-6 (10%)
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Activity 5.2 – Reverse Racism	Friday, June 11, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 1-6 (15%)
Activity 5.3 – Critical Autoethnography Workshop – Peer Review	Step 4 (<i>Firm*</i>): Friday, June 11, 2021 at 11:55 PM	Contributes to Participation: Weeks 1-6 (10%)

Week 6 – Race and Racism Part II

Activity 6.1 – Collecting Images for Creative Representation (towards Critical Autoethnography)	(Firm*) Friday, June 18, 2021 at 11:55 PM	Contributes to Critical Autoethnography Assignment (25%)
Critical Autoethnography Assignment	(Firm*) Friday, June 18, 2021 at 11:55 PM	25%
Last date for submission to Portfolio of Weekly Activities: Weeks 1-6	(Firm*) Friday, June 18, 2021 at 11:55 PM	15%

	Activity 7.4 – Writing a Précis (towards Position Paper)	<i>Articles assigned:</i> Monday, June 21, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 7-12 (15%)
	Activity 7.3 – Discourses of Sexism in Music Videos	<i>First Post (Firm*):</i> Wednesday, June 23, 2021 at 11:55 PM <i>Reply:</i> Friday, June 25, 2021 at 11:55 PM	Contributes to Participation: Weeks 7-12 (10%)
<u>Week 7 – Gender, Sexism, and Heterosexism</u>	Activity 7.1 – bell hooks on Beyoncé	Friday, June 25, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 7-12 (15%)
	Activity 7.2 – Katz: Violence Against Women – It's a Men's Issue	Friday, June 25, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 7-12 (15%)
	Activity 7.4 – Writing a Précis (towards Position Paper)	<i>(Firm*)</i> Friday, June 25, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 7-12 (15%)
	Activity 8.1 – Migrant Detention Discussion	Saturday, July 3, 2021 at 11:55 PM	Contributes to Participation: Weeks 7-12 (10%)
<u>Week 8 – Migrant Justice</u>	Activity 8.2 – Migrant Detention and Audience	Saturday, July 3, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 7-12 (15%)
	Activity 8.3 – Writing a Response (towards Position Paper)	<i>(Firm*)</i> Saturday, July 3, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 7-12 (15%)
	Activity 9.1 – Islamophobia Discussion	Wednesday, July 7, 2021 at 11:55 PM	Contributes to Participation: Weeks 7-12 (10%)
<u>Week 9 – Religious Oppression</u>	Activity 9.2 – Supporting "I Say" (towards Position Paper)	Friday, July 9, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 7-12 (15%)
	Activity 10.2 – Peer Review Workshop (towards Position Paper)	<i>Step 1(Firm*):</i> Monday, July 12, 2021 at 11:55 PM <i>First post (Firm*):</i> Wednesday, July 14, 2021 at 11:55 PM	Contributes to Participation: Weeks 7-12 (10%)
<u>Week 10 – Class and Classism</u>	Activity 10.1 – Classism Discussion	<i>Reply:</i> Friday, July 16, 2021 at 11:55 PM	Contributes to Participation: Weeks 7-12 (10%)
	Activity 10.2 – Peer Review Workshop (towards Position Paper)	<i>Step 4 (Firm*):</i> Friday, July 16, 2021	Contributes to Participation:

	ARTS 130 Online	University of Waterloo
Paper)	at 11:55 PM	Weeks 7-12 (10%)
Activity 11.1 – Objections to Your Position Paper	Friday, July 23, 2021 at 11:55 PM	Contributes to Portfolio of Weekly Activities: Weeks 7-12 (15%)
<u>Week 11 – Ableism and (Dis)Ability</u>	Activity 11.2 – Writing Transitions: Practice Exercise	Friday, July 23, 2021 at 11:55 PM
	Activity 11.3 – Adding Transitions to Your Position Paper	Friday, July 23, 2021 at 11:55 PM
	Activity 12.1 – Top 5 Picks	Wednesday, July 28, 2021 at 11:55 PM
	Activity 12.2 – Reflection Essay	Friday, July 30, 2021 at 11:55 PM
<u>Week 12 – Conclusion and Consolidation</u>	Activity 12.3 – Pod Reflection Discussion	Friday, July 30, 2021 at 11:55 PM
	Position Paper Assignment	(<i>Firm</i> *) Friday, July 30, 2021 at 11:55 PM 25%
	Last day for submission to Portfolio of Weekly Activities: Weeks 7-12	(<i>Firm</i> *) Friday, July 30, 2021 at 11:55 PM 15%

***Note:** 'Firm' deadlines are indicated. See the Late Policy in [Course and Department Policies](#) for more details about the activity deadlines.

There is no final examination for this course



Official Grades and Course Access

Official Grades and Academic Standings are available through [Quest](#).

Your access to this course will continue for the duration of the current term. You will not have access to this course once the next term begins.

A [General Discussion](#) topic* has also been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic.

Contact Us

Who and Why	Contact Details
<p>Instructor and TA</p> <ul style="list-style-type: none"> • Course-related questions (e.g., course content, deadlines, assignments, etc.) • Questions of a personal nature 	<p>Post your course-related questions to the Ask the Instructor discussion topic*. This allows other students to benefit from your question as well.</p> <p>Questions of a personal nature can be directed to your instructor.</p> <p>Instructor: Lifang Wang l448wang@uwaterloo.ca</p> <p>Your instructor checks email and the Ask the Instructor discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.</p>
<p>Technical Support, Centre for Extended Learning</p> <ul style="list-style-type: none"> • Technical problems with Waterloo LEARN 	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p>LEARN Help Student Documentation </p>
<p>Learner Support Services, Centre for Extended Learning</p> <ul style="list-style-type: none"> • General inquiries • WatCards (Student ID Cards) • Examination information 	<p>Student Resources </p> <p>extendedlearning@uwaterloo.ca +1 519-888-4002</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p>

*Discussions can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.

Course Description and Learning Outcomes

Course Description

In this course students will be asked to critically reflect on social justice issues from diverse and multiple perspectives. Students will engage in analyzing issues of oppression, injustice, and inequity in Canada and the world, questioning how they might contribute to perpetuating or challenging the status quo through various self-reflexive, analytical, and argumentative exercises. Examining specific case studies, students will comprehend and articulate how social and cultural identities, such as race, ethnicity, abilities, gender, sexuality, socio-economic status, and migration status influence privilege and structural inequality. Students will be expected to analyze, contextualize, and debate a range of thinking and positions on social justice; they will also communicate their own ideas in dialogue with divergent perspectives, interrogating how their beliefs and values impact their ideologies and commitment to participate in a more equitable and just society.

Learning Outcomes

In a collaborative workshop environment, you will, by the end of the course,

1. Understand **your own diverse experiences, strengths, and goals** as communicators and build these skills while connecting with other Arts students in a community of practice.
2. Critically **explore your own positionality while practicing interpersonal communication skills** to develop a deeper awareness of their agency in communication processes.
3. Develop **rhetorical knowledge through analysis of context, audience and genre** and act on that knowledge through iterative communication assignments.
4. **Collaborate** with peers and provide, incorporate, and reflect on feedback.
5. Use processes of communication to **inquire about and consider ideas**—your own and those discovered through research.
6. Identify and **work with the technological means and tools** that are available to you for composition and communication.

This online course was developed by Christina Parker and Vinh Nguyen, with instructional design and multimedia development support provided by the Centre for Extended Learning.

About the Course Authors and Instructor


Lifang Wang – Instructor

Lecturer, Social Development Studies, Renison University College

I received my PhD degree from the Department of Cultural Foundations of Education at Syracuse University in 2015. I have taught courses on comparative and international education, education and social development from a global perspective, and schooling and diversity. My research interests include sociology of education, immigration and settlement studies, women's and gender studies, and educational and social development both locally and globally. During my leisure time, I love community engagement, contributing to community gardens, tutoring children with reading and math, and assisting newcomers in settlement at schools and communities. I also enjoy walking, biking, and meditating.

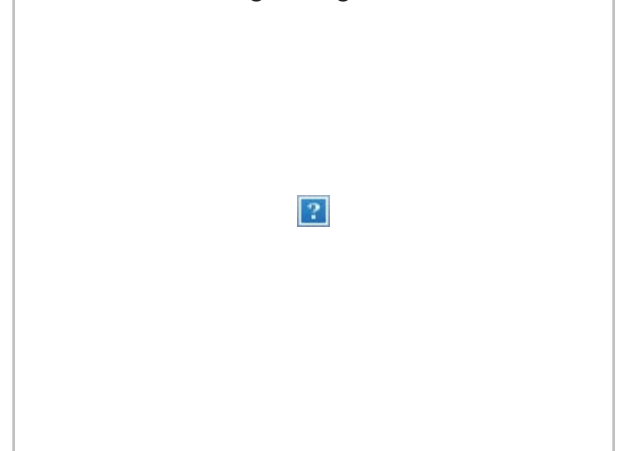
Select Publications:

Wang, Lifang. (2017). Negotiating the intersection of the urban-rural divide and gender in contemporary China: Rural female university students. *Modern China*, 43(6), 646–677.

Wang, Lifang. (2016). [Counter-discourses and alternative knowledge: Rural Chinese female students accommodating and resisting the discourse of quality \(*suzhi*\) at higher education institutions in China](#) . *Journal of Inquiry and Action in Education*, 7(1), 18–35. Available at: <http://digitalcommons.buffalostate.edu/jiae/vol7/iss1/2>

Ma, Yingyi and **Wang, Lifang.** (2016). Fairness in admission: Voices from rural Chinese female students in selective universities in Chinese mainland. *Frontiers of Education in China*, 11(1), 44–73.


Headshot of Lifang Wang



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Christina Parker – Course Author

Assistant Professor, Social Development Studies, Renison University College

Christina Parker is an Assistant Professor in Social Development Studies at Renison University College at the University of Waterloo. She holds Ph.D. and a Masters in Teaching from the Ontario Institute for Studies in Education (OISE) at the University of Toronto, and is an Ontario Certified Teacher, with a specialization in teaching history. Christina's research on peacebuilding education in diverse multicultural classrooms with immigrant and refugee children shows how dialogic pedagogies facilitate inclusive spaces where all students have the opportunity to participate and have their voices heard. She has published several academic articles on peacebuilding education, restorative justice, multiculturalism, and diverse students in Canada. She is the author of *Peacebuilding, Citizenship, and Identity: Empowering Conflict and Dialogue in Multicultural Classrooms*. For more information, visit: [Christina Parker | Peacebuilder.Scholar.Educator](#) 

Headshot of Christina Parker



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Vinh Nguyen – Course Author

Assistant Professor, Culture and Language Studies/East Asian Studies, Renison University College

My teaching and research interests are in the areas of Asian diasporic literatures and cultures, critical refugee studies, auto/biography, film, critical race theory, and global Anglophone literature. At the University of Waterloo, I regularly teach Global Literatures, Literatures of Migration, The Use of English, Fiction, and Global Asian Diaspora. I'm currently working on two projects. The first examines the concept of refuge through the lens of affect and embodiment. The second investigates "refugee solidarities," or how and why former refugees advocate for, stand in solidarity with, and come to the aid of, those who seek asylum in the global north.

Headshot of Vinh Nguyen



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Recent Publications:

"Queer Intimacy and the Impasse: Reconsidering *My Beautiful Laundrette*." *ARIEL: A Review of International English Literature* 48.2 (2017): 155-66.

"Refugeography in 'Post-Racial' America: Bao Phi's Activist Poetry." *MELUS: Multi-Ethnic Literature of the*

"Ann Hui's *Boat People*: Documenting Vietnamese Refugees in Hong Kong." *Looking Back on the Vietnam War: Twenty-First Century Perspectives*. Eds. Brenda M. Boyle and Jeehyun Lim. New Brunswick, NJ: Rutgers UP, 2016. 94-109.

"Nước/Water: Oceanic Spatiality and the Vietnamese Diaspora." *Migration by Boat: discourses of trauma, exclusion, and survival*. Ed. Lynda Mannik. New York: Berghahn Books, 2016. 65-79.

"Mẹ-search, Hauntings, and Critical Distance." *Life Writing* 12.4 (2015): 467-77.

"Refugee Gratitude: Narrating Success and Intersubjectivity in Kim Thúy's *Ru*." *Canadian Literature* 219 (2013): 17-36.

Materials and Resources

Textbooks

Required

1. Sensoy, O. & DiAngelo, R. (2017, July 28). *Is everyone really equal? An introduction to key concepts in social justice education* (Second ed.). New York: Teachers College Press.
2. Graff, G. & Birkenstein, C. (2018). "*They say/I say*": *The moves that matter in academic writing*. (Fourth ed). New York: W.W. Norton & Company.

For textbook ordering information, please contact the [W Store | Course Materials + Supplies](#) .

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

Course Reserves

Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

Resources

- Library services for [Co-op students on work term and students taking online courses](#)

Grade Breakdown

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)
Participation (Discussions/Peer Review): Weeks 1-6	10%
Participation (Discussions/Peer Review): Weeks 7-12	10%
Portfolio of Weekly Activities: Weeks 1-6	15%
Portfolio of Weekly Activities: Weeks 7-12	15%
Critical Autoethnography Assignment	25%
Position Paper	25%

Course and Department Policies

Course Policies

Late Policy

Weekly Portfolio Activities

Weekly deadlines have been provided to help you stay on track with course work. It is very important that you do your best to keep up with submitting activities according to the time set out on the Course Schedule. However, these deadlines are **not considered "firm."** Rather, they are "soft" deadlines that are designed to help you manage your time effectively. **The Weekly Activity dropboxes will actually remain open until the final deadline indicated on the [Course Schedule](#).** This allows you the flexibility to submit past the soft deadline if you need to, without having to seek permission from your instructor.

Bear in mind, however, that persistent, undocumented lateness in submitting your activities may reflect negatively on your portfolio grades.

Discussions

Deadlines for posting and replying to discussions have been provided to facilitate meaningful discourse; i.e., to enable you to exchange ideas with your peers, construct and confirm understanding, and collaborate with each other. As such, **these deadlines are considered "firm"** – i.e., **it is crucial that you meet the deadlines both for posting and replying as outlined in the [Course Schedule](#)**. These deadlines help us to avoid the scenario where everyone posts just before the deadline, and true discourse becomes impossible.

Assignments (Critical Autoethnography Assignment, Position Paper)

All assignments are expected to be submitted on time, and **deadlines for these are considered "firm."** If you encounter circumstances that you feel may cause you to be late in submitting any particular assignment you should contact your instructor immediately, explain the circumstances, and we may negotiate an extension. To do so, you must be in contact with your instructor **at least 48 hours prior to the deadline** to request an extension. Late assignments will be accepted up to a week beyond the deadline at a penalty of 2% per day. After the fifth day, late assignments will not be accepted for any reason except those outlined in the University of Waterloo calendar (e.g., medical or family emergencies, or some other such event) and will receive a grade of 0. If an extension is granted, you are expected to submit your assignment at the agreed-upon time and date, with the appropriate documentation. Please review the Waterloo policy regarding accommodation for illness for unforeseen circumstances.

Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor, which can include:


- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)


Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor's intellectual property in online repositories are encouraged to alert the instructor.

Department Policies


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. See the Waterloo [Academic Integrity](#)  webpage for more information.


Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. You can view the [Fair Dealing Advisory](#)  webpage for more. Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

A Respectful Living and Learning Environment For All

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.
4. If you experience or witness either harassment or discrimination, you may contact the Renison University College [Harassment and Discrimination](#)  Officer.

University Policies

Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#)  .

Accommodation Due to Illness

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:

Missed Assignments/Tests/Quizzes

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but

no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form](#) .

Email a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

Missed Final Examinations

Your faculty determines academic accommodation; therefore we advise you to speak with your professor if you anticipate being unable to fulfill academic requirements due to illness or other extenuating circumstances.

Further information about Examination [Accommodations](#) is available in the Undergraduate Calendar.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#) .

Turnitin

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 the alternate assignment.

[Turnitin® at Waterloo](#)

Discipline

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic

offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. 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 he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#) .

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#) , Section 4. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Final Grades

In accordance with [Policy 46 - Information Management](#) , Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

AccessAbility Services

[AccessAbility Services](#) , located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) are guided by University of Waterloo accessibility [Legislation](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#) . The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn's Accessibility Standards Compliance](#) .

Use of Computing and Network Resources

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

Copyright Information

UWaterloo's Web Pages

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

Other Sources

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

If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca.