Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2018

Course Code: SOCWK/SWREN 222R¹
Course Title: Community Organization 1

Class Times/Location: (Mondays: 2:30 – 5:20 p.m. REN 1918)

Instructor: Kelly Laurila M.Ed.; MSW, RSW; PhD Candidate
Office: NA – A location will be determined at time of request for meeting
Office Phone: NA
Office Hours: Appointments can be made via email for a time that is suitable to student and course facilitator
Email: kelly.laurila@uwaterloo.ca

Course Description
An examination of social work practice as it relates to functional and geographic communities. The course will explore the theoretical foundations of community organization practice as well as a variety of models.

¹ I would like to acknowledge and express my gratitude that portions of this syllabus and course curriculum were adapted from the work of Dr. Robert Case, who has taught this course.
Course Objectives and Learning Outcomes

Upon completion of this course learners should be able to:

A. Examine social work practice as it relates to functional and geographic communities in the Canadian context.
   - Identify characteristics of functional and geographic communities
   - Develop an understanding of the varying social work practices within these kinds of communities.

B. Develop an introductory understanding of the principles, basic assumptions, and theoretical foundations of community organization practice.
   - Develop a working definition of community organizing and what it can look like with various communities.

C. Become acquainted with a variety of approaches to community organization, their particular application, and their related strategies and skills.
   - Through class assignments convey an understanding of the connection between theoretical concepts and applications of specific kinds of community organizing.
   - Develop an understanding of the usefulness of community assessments, mapping community capacity

D. Have an awareness of some of the tools and methods for carrying out a community assessment.
   - Through a class assignment, identify components involved in conducting a community assessment

E. Engage in the critical examination of community organization practice in relation to contexts (e.g., social, historical, political, economic, environmental) at macro levels as well as the dynamics of power at the community level, toward the development of a critical approach to social work praxis.
   - Using weekly journal reflexions, readings and class discussions, critique one’s awareness and understanding of context, one’s personal role, and a social worker’s role in community organizing and intervention.
**Required Readings Are All Available on LEARN**


Notes on the required readings
Readings are required to be completed on the date they are indicated in the course schedule. Class discussions, group work, and activities will require access to readings (e.g. electronically or in printed form) in class.

Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
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<tr>
<td>Assessment 1: Journal Reflexion</td>
<td>Weekly Submission</td>
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<tr>
<td>Assessment 2: Community Assessment</td>
<td>November 5, 2018</td>
<td>30%</td>
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<td>Assessment 3: Final Paper</td>
<td>December 3, 2018</td>
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Assessment 1: Weekly Journal Reflexion
Learners will submit their weekly journal reflexion to LEARN by midnight two days after class (i.e., Wednesday). The purpose of this paper is to help learners reflect on the topics discussed in class and also the process experienced in class. Journal reflexion is a common process in social work and community work. Reflecting on the process and one’s role can provide guidance for next steps. It is also meant to be a way to ask questions and/or express concerns that one may not have been able to ask in class. Note: A make-up assignment for an absence is not possible due to the participatory and process-oriented nature of this assignment. However, one absence from class may be considered without penalty; except for the first and last classes which are required for opening and closing the class semestered circle.

Marking Scheme – Weekly Journal Reflexion
1. State the specific activity/topic that provided the most intense learning experience with regard to class and/or your class community project work this week. (1)
2. Explanation (2 or 3 sentences) as to why this was an intense learning experience. (2)
3. Reflect on your thoughts and feelings within your class community group. Was there something that you were in agreement with, that provoked sadness, hurt, frustration, anger, disagreement, etc?). How does this reflect back to you? (3)
4. Reflect on your role and participation within your small community group. What was it this week? What reactions/insights do you have about your role? (2)
5. Comment (2 or 3 sentences) on any personal insight, questioning, thoughts you have from this week’s topics and how they connect to your small community group. This is important and should be reflective/reflexive in nature. (2)

Late papers will have a 1 mark deduction/day. Later papers after 1 week are not accepted.
Total Marks: 10
Assessment 2: Class Community Project – Community Assessment

This is a group assignment called the Class Community Project. The mark assigned to the submission of this assignment will be shared by all members in your small community group; although each member will have opportunity to submit a Community Member Evaluation form individually through LEARN (see form on LEARN for Week 1). Group work can be an incredible opportunity to learn about oneself and how one interacts, participates and shares in tasks, and handles concerns and problems that arise. Community groups exist on campus, in the larger communities where we live, in other parts of the country and around the world. Forming communities is how people address common interests and needs. As the very subject of this course is about Community Organizing, it seems a natural extension for some of your class work to pertain to working with others in a small community format. Use this assignment to learn about yourself and how you manage working with others to develop goals and complete tasks. Cite your sources when referring to course readings (including page numbers). One collective compilation of all components will be submitted in one paper on LEARN. To enable the course facilitator to enter grades for each person, each group member will submit the same final document on LEARN. In addition, each community member will individually submit a Community Members Evaluation form on LEARN. For your collective paper, be sure to include an introduction to what this paper is about and concluding remarks that include a summary of findings and at least 3 points that your small community learned from this process. Be sure that all group members names and student numbers are included.

This assignment has 4 components that will be completed over 7 weeks. Class time will be provided to complete the majority of this assignment.

1. This portion of the assignment will take place in class for Weeks 1 and 2. Determine your community membership and the type of community you wish to be. Don’t limit yourself to these ideas but a community could be students coping with mental health, a particular neighbourhood that is addressing some issue, a church community, student advocacy group, a town, people in a certain geographic area. Take note of how these decisions came about in your class community group (i.e., Was there a particular leadership style that emerged?) and members’ reactions to the decision-making process.

Prepare a 1.5-2 page paper (part of assignment to be submitted Week 8) using the following headings:

a. Membership. Who is the membership in your community? Provide actual full names of each person.

b. Type of community. Briefly describe your chosen community(real or fictitious), using some of the dimensions and characteristics of community outlined in the course readings. Be sure to include a description of the kinds of people who comprise the community you have selected. This section should include aspects of the geographical/functional components (Where is it located and who are the people who comprise the community – gender, age, other relevant person characteristics), the shared interests and/or activities, a recognized identity of the community, boundaries of its’ interest, purpose (i.e. What the
community does and/or does not do?). Describe the context that this community exists within (i.e., How is this community impacted by certain historical, economic, environmental, political, and sociological contexts?).

c. Leadership. Describe the leadership and agreement with how decisions will be made for your community. What ethics did your membership agree to with how you will relate to one another and what will you expect of one another?
Members of your community need to make notes on the Community Members Evaluation form that each member will submit individually at Week 8.

2. This portion of the assignment is completed in class for Week 3. In completing an assessment of your community, determine if your focus is needs-based and/or strengths/assets-based. You may also use a mix of the two approaches, but if you do, be careful to clearly articulate the distinctive elements of each approach as they relate to your assessment plan. Justify your choice with definitions and support from course readings. You may use information from class discussions but be sure to cite this information as a lecture (see last page of syllabus). This component, along with the other components for this assignment will be compiled and submitted electronically to LEARN as one assignment at Week 8.
Members of your community need to make notes on the Community Members Evaluation form that each member will submit individually at Week 8.

3. This next task (Week 3) involves learning about the resources (i.e. 24 sections) within the University of Kansas Community Tool Box Resources. In community work, there are typically people doing various tasks. Not every member has the time or interest to learn every aspect of some component of the community; thus, division of the tasks allows for the jobs to get completed in an efficient and skilled manner. Work out how your community will assign reading and summary tasks pertaining to the Community Tool Box Resources as well as the diagram that you devise to show the journey through the sections and how they are related to one another. Typically, each person in your community would be responsible for 3 or so sections.

For each section of the community tool box, each member will provide to your community a written summary of the primary points of the article (i.e. one paragraph that is not more than a third to half a page). This summary is sent electronically to the member(s) who are compiling Assignment 2 together. Thus, each member’s paragraph will show up one after the other in the assignment such that there could be 2 or 3 to a page and so on. As everyone starts to understand what all of the topics of the tool kit are about, create a picture or diagram showing how the topics are connected to community organizing. The organizing and discussion of tasks will take place in class for Week 3. The review of members’ completed work and the design of the diagram will take place in class for Week 5. This component, along with the other components for this assignment will be compiled and submitted electronically to LEARN as one assignment at Week 8.
Members of your community need to make notes on the Community Members Evaluation form that each member will submit individually at Week 8.
4. This portion of the assignment will take place in class for Week 4. Complete a mapping of your community assets. From the reading of Kretzmann & McKnight (2005), and specifically using the charts from pages 15-16, create a mapping of your community’s assets. When identifying associations, institutions, local economy and some physical spaces, BE SURE to use REAL names in the geographic area of your community. From what you consider to be your assets, what do you identify as still being specific needs of your community? If you had the time, you would conduct a survey, hold focus meetings and/or interview key people and the people within the community. For this assignment, however, you will just need to come to an agreement within your class community what needs you believe are of highest priority to address. Briefly describe how your class community came to conclusions about your needs. While trying to be realistic, it is recognized that you will need to make up fictitious information. This portion of Assignment 2 will be submitted Week 8. Members of your community need to make notes on the Community Members Evaluation form that each member will submit individually at Week 8.

Note: For Week 8, each member in the class community project will submit an electronic copy of Assignment 2 to LEARN, as well as, the Community Members Evaluation form. Both components are submitted in the same drop box for the Community Assessment. Submission of this assignment is required at the beginning of class on Week 8.

Marking Scheme – Assignment 2

1. Introduction. Start by stating what your paper is about (think about what this task has been about) (1). Include a statement as to how you are organizing this paper. (1). When referring to your community, it is okay to say "We“ and "Our“ provided you have already identified who the “we“ and "our“ refer to. (1)

Part #1: (1.5-2 pages)
Membership (1)
Type of Community (5)
Leadership (3)
Completion of Community Members Evaluation Form (1)

Part #2: (1/2 page)
Identify the kind of focus you have chosen for an assessment of your community (i.e., needs, strengths/assets, mixed). (1)
Provide a rationale for your choice (3)
Completion of Community Members Evaluation Form (1)

Part #3: (possibly 8-10 pages)
Sufficiently explained and compiled paragraph summaries of 24 sections of Community Tool Box Resources (1 mark deducted for each section where there is lack of sufficient information and/or missing sections)
Diagram depicting 24 sections and how they are connected to various stages/components of community assessment. Use APA to properly label diagram. Include at least 2 sentences
that explain the upcoming diagram. (8)
Completion of Community Members Evaluation Form (1)

Part #4: (1.5 pages)
Deviser a mapping of your community assets. Use APA to properly label map. Include at least 2 sentences that explain the upcoming map (8)
What are the specific needs your community has decided to prioritize? (2)
How did your community come to a decision about these particular needs (i.e. provide a rationale to explain your choices)? (3)
Completion of Community Members Evaluation Form (1)

Conclusion. Close your paper by saying what you, as a community, did in the paper. (3)
Identify at least 3 learning moments from your community’s having completed this Class Community Project. (3).

Paper is double-spaced; typed; uses size 12 font; and not more than 16 pages (excluding title page and references). (2)

References. Outside references are not required. Refer to at least 5 different readings for this course. (5)

APA Writing and Reference Style
Correct citation (2)
Separate page for References with proper title for reference page (1)
Correct APA referencing (2)
Correct spelling, grammar, punctuation (2)
Ideas flow smoothly from one to the next; paragraphs are linked (2)
Pages are numbered (1)

Use Title Page (2)
Title of paper
Names of everyone
Student Number
Facilitator’s name
Course Name and Number
Date submitted

Paper is due on the date listed in course syllabus. Late papers will have 1 mark deducted/day late. Exceptions to the due date must be negotiated with the instructor before the due date.

Total 66
Assignment 3: Final Paper: Out in the Field: Community Intervention

Note: Confirm your community intervention with course facilitator before beginning this assignment. A sign-up sheet will be distributed in class. Failure to indicate a community before completing this assignment will result in a loss of 5 marks. This assignment should be started before mid-term in the semester. You will need to arrange a visit, tour and/or meeting with someone who is part of a community organizing project. You will need to be careful that your choice of a community project is not a single organization, single business or political office. You will look for projects where community is a significant emphasis in their vision and mission and noted on their websites. Here are a few examples but please do check into other options or those where you live: The Working Centre (Kitchener), Langs Community Health Centre (Cambridge), Community Health Sheldale Centre (Guelph), Sumac Workers Co-op and Planet Bean (Guelph), Ignatius Farm Community Shared Agriculture (Guelph), Women’s Community Housing Co-op (Hamilton), Karma Food Co-op (Toronto), Ontario Healthy Communities Coalition (Toronto). Check with the course facilitator to ensure that your choice of community project is appropriate. This assignment will be completed in 10-13 pages maximum.

There are 4 components to this assignment:

1. Identify the community membership and the type of community it is. Describe the kinds of people who comprise the community you have selected. This section should include aspects of the geographical/functional characteristics (Where is it located and who are the people who comprise the community –gender, age, other relevant person characteristics), the shared interests and/or activities, a recognized identity of the community, boundaries of its’ interest, purpose (i.e. What the community does and/or does not do), and relevant contexts that impacted its creation and existence. Class references should be included to support why you are picking out certain aspects of the community to discuss. How is the leadership and decision making handled within the community? (e.g. Are their community boards, directors, community votes etc.?). Some of this information may be found on their websites. Be sure to cite a reference for the community you identify.

2. Based on your research of a particular community project and from a visit or tour or interview, pick a focus on 3 sections from the Community Tool Box Resources to discuss. Thus, what of the 24 sections in the Community Tool Box can you address with regard to the community project you chose to research? You are making a judgement call here of what tools you believe the community used in their organizing. One example, could be to address Section 3: Conducting Public Forums and Listening Sessions. Maybe you discovered that the community project you selected used these methods to gather information from community people about their needs before the project got underway.

3. Based on your research of the community project you have identified, complete a map of its community assets. Refer to the reading of Kretzmann & McKnight (2005), and specifically the charts from pages 15-16. Should you be fortunate that the community project has included a map of community assets in their own resources, you can include this with you adding a paragraph or so of your review and explanation of this map. Be sure to use APA style for identifying and labeling a diagram, figure, or map.
4. Based on your research of the community project you have identified, complete Chart of Rothman’s Multi-Modes of Community Intervention (discussed and practiced in Week 4). It is acknowledged that you will be making some personal judgements and interpretations from your research and tour, or visit, or interview of this project. From your analysis what intervention mode(s) seems to be at work? Describe the intervention and the rationale for your decision. Using the practice variables noted on the chart, determine what your intervention will look like. While completing the chart, be sure to highlight how your responses, methods, approaches coincide with your chosen approach. It is likely that not all variables across all modes of intervention would be used by a community project; but, aspects of those various modes could happen. If you do not see a particular variable used in a certain mode, say so and a sentence to say why or what you suspect to be the reason. Include sufficient information on the chart so the reader can follow your thoughts and rationale. A chart completed over 1-2 pages is needed.

Marking Scheme – Assignment 3

Introduction. Start by stating what your paper is about. Think about why you are doing this particular assignment (2). Then state the specific community project you will be discussing and how your paper is organized (2).

Part #1: (1 -2 pages)
Membership (1)
Type of Community (5)
Leadership (3)

Part #2: (1.5 to 2 pages)
Identify 3 sections of the Community Tool Box Resources that you suspect were utilized with this community project. (3)
Discuss each component (6)

Part #3: (1.5 pages)
Devise a mapping of the community assets. Provide a paragraph of introduction that explains what you are showing in the map, as well as, properly label the map according to APA. (8)

Part #4: (2-3 pages)
Complete Chart of Rothman’s Multi-Modes of Community Intervention with explanations and rationales for your choices. Be sure to use APA for identifying and labeling chart. (11)

Conclusion. Close your paper by saying what you did in the paper. (3) Identify at least 3 learning moments related to community organizing from having completed this assignment. Be sure to explain your response (3).
Paper is double-spaced; typed; uses size 12 font; and not more and no less than 9-11 pages in total (excluding title page and references).(2)

References. Outside references are not required; however, due cite course references at least 5 times to support your writing. (5)

APA Writing and Reference Style
Correct citation (2)
Separate page for References with proper title for reference page (1)
Correct APA referencing (2)
Correct spelling, grammar, punctuation (2)
Ideas flow smoothly from one to the next; paragraphs are linked (2)
Pages are numbered (1)
Use Title Page (2)
Title of paper, Name, Student Number
Facilitator’s name, Course Name and Number
Date submitted

Paper is to be submitted on LEARN and is due at the beginning of class on due date (Week 12). Late papers will have 1 mark deducted/day late. Exceptions to the due date must be negotiated with the instructor before the due date.

Total 66

Course Outline

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Tasks Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 10</td>
<td>Getting to know one another</td>
<td>Complete weekly journal reflection</td>
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<td>Establish ethics of relating to one another.</td>
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<td>Course overview</td>
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<td>Course objectives, syllabus review, etc.</td>
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<td>Preparation for Assignment 2 - (determining community membership and type of community)</td>
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<td>In Class:</td>
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<td>Community Class Project: Part #1 Determine community membership and type of community</td>
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<td>2</td>
<td>Sept 17</td>
<td>Definitions and assumptions Community, community development &amp; social change. Functional and geographic communities Class community project Discussion of Assignment 3</td>
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<td>3</td>
<td>Sept 24</td>
<td>Community resources Community assessments Introduction to community assessment: Strengths/assets and needs-based approaches Class community projects</td>
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<td>4</td>
<td>Oct 1</td>
<td>Knowing your community Mapping community capacity and assets Rothman's modes of intervention and related practice variables Class community projects</td>
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<td>Complete weekly journal reflection Readings: Kretzmann &amp; McKnight (2005) Rothman (2007), p. 11-40 In Class; Sign up for Community Project for Assignment 3 Class Community Project: Part #4: Map your community capacity</td>
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<td>Oct. 8</td>
<td>Thanksgiving Holiday</td>
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<td>Film: East-Side Showdown (1999)</td>
<td>In Class: Practice applications logic model and Rothman’s modes of community intervention Class community projects: Part #2 Community Toolbox (Chapter 3: Assessing Community Needs and Resources). Obtain feedback on summaries of community resources. Begin to devise visual diagram depicting connectedness of these resources.</td>
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<td>Class community projects</td>
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<td>Participation and its implications</td>
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<td>Can a participatory approach be reconciled with technical methods?</td>
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| 9    | Nov.12 | Community Economic Development (Locality Development) | Complete weekly journal reflection  
Readings:  
|      |        | Exploration of case studies illustrating Rothman's "Locality development" approach e.g., Queen Street Commons, Working Centre, Worth a Second Look, Bicycle Repair, Kitchener e.g., Langs Community Health & Wellness, Cambridge | In Class:  
Debriefing of community group assignment |
| 10   | Nov.19 | Approach II: Social Planning & Policy Advocacy | Complete weekly reflection journal  
Readings:  
|      |        | Exploration of case studies illustrating Rothman's "Social Planning and Policy Advocacy" approach Social planning councils Intro to "collective impact" | |
| 11   | Nov.26 | Approach III: Social Action                 | Complete weekly reflection journal  
Readings:  
|      |        | Theory and case studies illustrating Rothman's "social action" approach Bridging Communities through Song | |
| 12   | Dec.3  | Strategies, Methods & Activism             | Oral reflection in circle (no written submission required)  
Readings:  
|      |        | Saul Alinsky and power tactics Intro to "engagement organizing" Activism that works Sharing Circle to close our time together | Assignment 3: Final Paper due |

**Late Work**
Assignments are due by the beginning of class on the due date. See notes on Marking Schemes for deduction of marks for late assignments. Requests for extensions (with valid reason) must be negotiated prior to the due date, in order to avoid late penalties.
Electronic Device Policy
Students may have and use electronic devices in class at their discretion. Please ensure all ringers and notifications are on silent before coming to class. Heavy users are asked to be mindful of those beside and behind them and to manage their use (and where they sit in the classroom) to minimize distraction to others.

Accommodation for Illness or Unforeseen Circumstances:
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

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 UWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own 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 professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. 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 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

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. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory  Violation of Canada’s Copyright Act is a punishable academic
offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

**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 are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity website (Arts):**
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

**Academic Integrity Office (uWaterloo):**
http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

**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.

**Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

**Off campus, 24/7**

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website

Download [UWaterloo and regional mental health resources (PDF)](Download UWaterloo and regional mental health resources (PDF))

Download the [WatSafe app](WatSafe app) to your phone to quickly access mental health support information.
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.
Formal Papers Require APA Style
Instructions and Examples for Common References

Use the following title: References

Books [Do not reproduce these subheadings on your reference page; alphabetize all works]
Author, A. (20xx). Title of book italicized: Capitalize first word of title and subtitle only (2nd ed.). City: Publisher.

Chapters from Edited Books

Journal Articles
Author, A., & Author, B. (20xx). Title of article: Remember to capitalize first word of title and subtitle only. Title of Journal in Title Case and Italicized, # of vol. (# of issue – only if all issues begin with page 1), 10-20. doi: xxxx... (for on-line article, include digital object identifier if present) or URL (for on-line article, if digital object identifier is not present).

Government Publications

Internet Publications
When citing material from the internet in the text of your paper, use the author and date where possible. If no author is given, use the title in its place; if no date is given, indicate (n.d.). For direct quotes, provide the page number if possible. If no page number is given, provide the section, chapter, &/or paragraph: (Scott, 2010, How are children and families faring section, para. 2). For the reference list, provide the author, year, title, and URL (prefaced by ‘Retrieved from’). When no author is identified, begin with the title.


Newspaper Articles
For newspaper articles, provide the year, month, and date of publication. Use the same order of presentation as a journal article, beginning with the author’s name. However if no author is provided, show the article title and in the text citation use a short title (“New Drug”, 1993):


Audiovisual Media
For audiovisual media, such as motion pictures, television broadcasts, and audio recordings, consult the APA manual (2010), beginning on page 209. The following are some examples from the 2004 & 2010 manuals:


Personal Communications, Interviews, etc.

If you're citing material from an interview, telephone conversation, e-mail message etc. in the text of the essay, you give the surname and initials of the communicator, describe it as personal communication, and provide as exact a date as possible. You don't need to cite a page number. Nor do you need to include the citation in the Reference List, since it's not considered retrievable material. For example, if you had interviewed Linda Snyder for this information or were using this message as your source, it would look like this:

L. Snyder (personal communication, September 24, 2010) suggested we describe interviews as "personal communication". [or] We were advised to describe interviews as "personal communication" (L. Snyder, personal communication, September 24, 2010).

Lectures

Legal Materials

With legal material, it is the name of the document rather than the author which appears in the text citation and is first in the reference list. In both instances, the name of the document is italicized. Within the text, you name the legislation and refer to its year, e.g. The Canada Assistance Plan of 1966 stipulated that ...

In the reference list, use the following order: the name; the abbreviation for Statutes of Canada, Revised Statutes of Ontario, or Revised Regulations of Ontario; the year; the chapter; the section & subsections:


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