INTRODUCTORY PSYCHOLOGY FALL 2023

PSYCH 101R

Published Aug 31, 2023

CLASS SCHEDULE

Section	Location	Time	Instructor(s)
PSYCH 101R 001 *[LEC]*	REN 2106	Mondays & Wednesdays 10 a.m. - 11:20 a.m.	Serena McDiarmid serena.mcdiarmid@uwaterloo.ca
PSYCH 101R 002 *[LEC]*		Mondays & Wednesdays 11:30 a.m. - 12:50 p.m.	Cam Smith crgsmith@uwaterloo.ca
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INSTRUCTOR / TA INFORMATION

Instructor - **Serena McDiarmid, MASc, BEd**, Sessional Instructor, Social Development Studies

serena.mcdiarmid@uwaterloo.ca (mailto:serena.mcdiarmid@uwaterloo.ca) Pronouns she/her

A note from Professor McDiarmid:

"I went to the University of Waterloo for my undergraduate degree in health studies and even took some courses at Renison! I loved learning about people and ways I could help them, but I also felt a lot of pressure to get high grades and stand out. Through many (sometimes tearful) conversations with my friends and family, my perspective during my studies shifted. I realized that mistakes were okay and a normal part of learning, and that a bad grade didn't make me a bad person. By changing my focus to trying to do my own personal best and allowing myself to take some academic risks, I learned much more than I would have otherwise and felt much happier along the way. My goal in this course is to share my excitement about psychology and help you have a positive experience."

Instructor - **Cameron Smith, PhD**, Sessional Professor, Social Development Studies

crgsmith@uwaterloo.ca (mailto:crgsmith@uwaterloo.ca) Pronouns: he/him

A note from Professor Smith:

"I began my university career in Mathematics and Business Administration. I remember feeling like I went from being a big fish in a little pond to being a guppy in the ocean. The pressure of keeping up with all my classes and living on my own for the first time was really overwhelming. It honestly took me a few years before I really felt like I knew what I was doing and got used to studying at a university level. After a few years, I also decided to transfer into Psychology. It was there that I discovered my passion for teaching. My hope as an instructor is that I will be able to help my students discover their own passions and to provide any support / guidance I can to make the transition to university life as smooth as possible."

Grading Assistant: **Sarah English, MASc**, PhD Candidate, Psychology

senglish@uwaterloo.ca (mailto:senglish@uwaterloo.ca) Pronouns: she/her.

<u>**Contacting Professors**</u>

Send email questions to the appropriate professor (i.e., the one who is running the course the week that relates to your question). If you do not get a response within the time frame you require, please resend the email. We generally answer emails within 24 hours, but sometimes during the term, our inboxes get really full, so we will appreciate the reminder.

Prof. McDiarmid and Prof. Smith will be available for about 10 minutes before/after each class to answer student questions. If you would like to meet with either of us privately, please send us an email and we will be more than happy to schedule something that works for you and us.

Make your email subject line clear about time-sensitivity, urgency, and general topic. This ensures that your very busy professors will read it in an appropriate time frame. For example:

- Subject: Time Sensitive and Urgent: I Have Been in a Car Accident on the way to the exam!
- Subject: Time Sensitive: Brief question about the exam next week
- Subject: I would appreciate advice on how to improve my grade

Q: Will emailing both professors guarantee me a faster response?

A: No. In fact, both profs will assume that the other will answer your question so neither will respond to you. This illustrates the phenomenon of social loafing. You'll learn that concept if you take Social Psychology

Q: Can I play the two professors off of each other like a sitcom Mom and Dad?

A: No. Their answers and policies will be the same. Also, unlike a sitcom Mom and Dad, your professors communicate with each other.

<u>**Contacting the Grading Assistant**</u>

Your instructors are lucky to have Sarah English to help grade the two course assignments. If you have questions <u>about your grade on the two assignments</u>, please email Sarah English. All other questions such as those about quiz grades or how to be successful in assignments should go to the professor who taught in the relevant week.

COURSE DESCRIPTION

> *Calendar Description for PSYCH 101R*
>
> A general survey course designed to provide the student with an understanding of the basic concepts and techniques of modern psychology as a behavioural science.

You will study the theories, principles, and methods of psychology with the goal of understanding how people perceive their environments, how their behaviour is modified by experience, and how their activities are initiated, sustained, and directed.

In this course you will see how research has been applied to test intuitive assumptions about human life. You will find that many of your beliefs about human existence are scientifically supported; but you will also find many beliefs are refuted by the evidence. As such, another goal of this course will be to encourage you to think critically about your preconceptions so that you can become a better consumer of the psychological information that is available in the media.

We will explore topics ranging from human development throughout the lifespan, to learning and memory, to psychological disorders and the therapies that are used to treat them. Based on those topics, I expect that you will develop a more thorough understanding of yourself and the world that you live in. Hopefully, this class will contribute to your success in your future endeavors.

LEARNING OUTCOMES

By the end of this course students should be able to:

Explain key concepts from across the discipline of psychology using appropriate terminology.
Describe the methods of investigation used in psychology, and the strengths and limitations of these methods.
Identify and communicate the influence of psychological concepts on behaviour and/or systems in everyday situations.
Apply the findings of psychological research to your life and to important issues in our society and the world at large.
Note: University courses often include some challenging material. However, the tests and assignments are designed so that any student who puts in the time to attend class consistently, works extensively outside of class, and contacts the professors when they are struggling, can succeed in the course.

TENTATIVE COURSE SCHEDULE

Week	Instructor	Topic	Readings (Modules)
1	Prof. McDiarmid	Sept 6: Intro to Psych	1
2	Prof. McDiarmid	Sept 11 & 13: Human Development	13, 14, 15
3	Prof. Smith	Sept 18 & 20: Research Methods	2, 3
4	Prof. Smith	Sept 25: Biology of the Mind Sept 27: Senses & Perception	4, 5, 6 17, 18
5	Prof. McDiarmid	Oct 2: Consciousness Oct 4: Nature, Nurture & Human Diversity	10, 11, 12 7, 8, 9
		Reading Week (Oct 7 - 15)	
6	Prof. McDiarmid	Oct 16: Memory Oct 18: Learning	23, 24, 25 20, 21, 22
7	Guest Lecturer Prof. Smith	Oct 23: Intelligence Oct 25: What Drives Us	28, 29, 30 31, 32, 33, 34
8	Prof. Smith	Oct 30 & Nov 1: Social Psychology	40, 41, 42, 43
9	Prof. McDiarmid	Nov 6 & 8: Emotion, Stress, Health	35, 36, 37, 38, 39

TEXTS / MATERIALS

10	Prof. McDiarmid	Nov 13 & 15: Psychological Disorders	47, 48, 49, 50, 51
11	Prof. Smith	Nov 20 & 22: Personality	44, 45, 46
12	Prof. Smith	Nov 27 & 29: Therapy	53, 54, 55
13	Prof. McDiarmid	Dec. 4: TBD	None

Title / Name	Notes / Comments	Required
Myers, D. G. (2021). Psychology: 13th Edition in Modules. New York: Worth Publishers.	See "Additional Textbook Information" below.	Yes

Title / Name	Notes / Comments	Required
Device (Laptop, tablet, or phone)	Some in-class activities will use a device. Students may shared devices if they aren't able to bring their own.	No

Additional Textbook Information

- There are different versions of the textbook out there. We are using the 13th edition in Modules. The version without modules is also acceptable; the material is the same but the page numbers are a little different.
- We have chosen this text for our course because it is one of the better textbooks we have found for students' learning. It is available through a number of different avenues.
- Our bookstore carries the 13th edition. Digital e-version can be purchased at https://uwaterloo-store.vitalsource.com/products/psychology-in-modules-david-g-myers-c-nathan-v9781319355487?term=9781319132095. (https://uwaterloo-store.vitalsource.com/products/psychology-in-modules-david-g-myers-c-nathan-v9781319355487?term=9781319132095)
- You can also purchase hardcover, paperback, loose leaf, or ebook versions of this text directly from the publisher. The loose leaf and ebook versions can be significantly more affordable. You can also rent a digital copy of this text from the publisher - see https://www.macmillanlearning.com/college/ca/product/Psychology-in-Modules/p/131913209X (https://www.macmillanlearning.com/college/ca/product/Psychology-in-Modules/p/131913209X) for more information.
- This textbook was used by many universities in the past two years, so there may be used copies available at significantly lower prices. We highly recommend the campus used book store. https://wusa.ca/services/feds-used-books. (https://wusa.ca/services/feds-used-books) They not only sell textbooks at lower prices, they will take them back and pay you a significant portion of the price if someone buys your copy of the book. Their physical store on campus has reopened and they are open Monday-Friday from 9am-5pm. They are located in the Student Life Centre, Lower Level, Room 0136.
- At the used bookstore, or through outside sources, there may be copies of the 12th Edition of the textbook in modules at a significantly reduced price. Although we do not officially recommend it using the 12th edition, the differences in these editions are not major.
- You do not have to purchase any other tools for this course. Any additional readings or course materials will be available on our course website.

STUDENT ASSESSMENT

Component	Value
Quizzes	64% (best 8 out of 11 quizzes)
Video Assignment	1% + 15%
Journal Assignment	1% + 15%
Research Participation	4% + 2% bonus

Assignment		Date	Contribution to Course Grade
Quizzes		Available weekly from Thurs 12:00 pm - Sun 11:59 pm	64% (best 8 of 11 quizzes)
Video Assignment	Part 1: Video Proposal	Due October 16	1%
	Part 2: Group Video & Individual Rationale Paper	Due October 26	15%
Journal Assignment	Part 1: Individual Journal	Due November 27	1%
	Part 2: Individual Reflection	Due December 5	15%

Research Participation	Last day is December 4 for SONA studies and December 3 for article reviews	4% plus 2% bonus

More Details about Assessments

Weekly Quizzes: Individual, Open Book

From our experience, students can build their skills in note taking, studying, understanding concepts, and test-taking as the term goes on. For this reason, we are holding weekly quizzes instead of exams (note: There is a quiz in Week One but it is not graded. There is no quiz during Reading Week). Each quiz contributes to students' grade enough to make the time and effort they put into it worthwhile, but not so much that a particularly challenging week in their lives will have a significant impact on their final grade. Weekly quizzes also allow them to set new goals each week on how they want to improve their scores or take their learning to the next level. How the quizzes work:

- There will be 11 graded quizzes, but only your top eight scores will count on your final grade. In other words, we will drop your lowest three quiz scores from your overall grade and each quiz included in your final grade will be worth **7%**. You can choose to take all 11 quizzes, and we will drop the three lowest marks. Or you can choose to skip three quizzes entirely and take those weeks off.
- Quizzes are **open each week** from Thursday at noon to Sunday at 11:59pm. That means you can do the quiz any time during those three days and nights. However, once you start the quiz, you only have 30 minutes to finish it. You cannot stop and start the quiz in the middle.
- Quizzes are multiple choice
- The quizzes are "open book" in the sense that you are allowed to consult your notes and textbook as you write the quiz. However, questions are designed to assess your understanding of the concepts, such as how you can apply them in new situations. So, the text and your notes could help you, but you will still need to study to make sure you understand each concept. We will talk more about that in the course material.
- Each student gets a different version of the quiz. The testing program picks a random sample of 20 questions from a larger set of test questions we have created to be equal in how challenging they are.
- Quizzes will be done individually. We trust students not to help each other complete their quizzes. If you want to help a friend succeed, there are other ways to do that without committing academic misconduct - such as studying together. If you need help for yourself, there are other ways to get it, such as reaching out to the TAs or instructors. We trust you to complete every quiz on your own without help!
- *The quizzes only cover the material from that week. They are not cumulative. In other words, the quiz from week three does not cover the material from week two, and the quiz from week four does not cover the material from weeks two or three. Each one is a fresh start. *

Video Assignment: Group Video and Individual Rationale Paper; AI Use Allowed

As students in this course, you will be exposed to many new ideas and concepts that other people in your life would find useful and interesting! In this assignment, your goal is to choose one of the concepts introduced in the first five weeks of class and teach someone else about it. (Teaching is often the best way to learn and remember something!)

In a group of 2-3 students, you will make and submit a video (2 minutes or less). On your own, you will also write a one page (500 words or less) description of the audience for your video and why they need to learn the information contained in your video.

Ideas of what videos could look like:

- A narrated slideshow
- A comedic or dramatic skit
- A persuasive speech
- A POV (point of view) video
- A doodle video

Ideas for an audience you might target:

- Your classmates or future PSYCH101R students
- Your younger sibling, grandparent, best friend, or someone else you care about
- BookTok, FarmTok, r/LifeProTips, r/relationship_advice, or another online community
- Your book club, hockey team, or another IRL group
- Your co-workers

A detailed rubric and assignment FAQs are posted online, but in general, we are looking for the video to effectively communicate information about a concept/topic from the first five weeks of class. The information must be accurate and demonstrate a depth of understanding about the meaning and significance of the concept/topic. You will do this by making a strong argument for why the concept/topic is important for your audience to know about.

Students may use AI tools when creating their video and paper. This provides you an opportunity to practice using AI tools, if you wish, and doesn't interfere with our goals for this assignment: that you engage deeply with a psychological concept/topic and carefully consider who would benefit from knowing about that concept.

On **October 16th** you are required to submit a "Video Proposal" (template provided) and describe who you are working with, your intended topic, your intended audience, and a one sentence description of the type of video you intend to create. You will receive **1%** for getting this in on time.

On **October 26th** you will submit your video and rationale paper. (Every group member must upload or link to their video.) Online links are preferred (i.e. YouTube or Vimeo). Video files are also accepted and must be PC and Mac compatible, up to 1GB. You can zip files that are too large. Acceptable file formats include: AVI, MOV (QuickTime Video), MPEG, MP4, WMV (Windows Media Video), MP3 and WAV. The video and paper together will be worth **15%** of your grade.

Journal Assignment: Individual; AI Use NOT Allowed

You will also be exposed to new ideas that relate strongly to your own life. In this assignment, you will think and write about those connections between a specific psychological concept and your own life.

For this assignment you will select a concept/theory from the course and apply it to your own life. You will keep a journal for 1 week and write about the situations where you tried to apply the selected concept to your life. How was the concept/theory relevant to the situation? How did you implement it? How did it work out? Was it better of worse than the way you would normally approach/look at a similar situation? You can also write about situations where you did not actively try to apply the concept but you noticed how it was involved in the situation (e.g., "I wasn't trying to make an external attribution for my friend being late to our lunch, but I noticed that I started thinking about possible reasons why they were late and it wasn't their fault").

The questions provided above are also prompts to help you write your reflection paper. In the paper, you will write about 5 situations that involved your selected concept/theory (i.e., where you applied it or noticed it). You will also be required to include an explanation of the concept/theory at the start of your paper and a conclusion about what you learned from trying to apply this concept to your life.

Students may NOT use any AI tools when writing their journal or reflection. In this case, using AI would interfere with our goals for this assignment: that you reflect deeply and make genuine and meaningful connections between a course concept and your own life.

On **November 27th** you will submit your journal. You will receive **1%** for getting this in on time, as long as it meets the expectations.

On **December 5th** you will submit your journal refection. See the assignment description on Learn for more details. The reflection will be worth **15%** of your grade.

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Sona Participation and Research Experience Marks
Information and Guidelines

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Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn **up to 4%** of their final mark in this course through research experience (i.e., course work will make up 96% of the final mark and research experience will make up the other 4% for a maximum grade of 100%). In addition, for those students who wish to sample a wider range of these experiences, a further **"bonus" of up to 2%** may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%. **In total, students may add up to 6% to their final grade**.

The two options for earning research experience grades; participation in research through online, remotely operated and In Lab studies, as well as article review; are described below. ***Students may complete up to half of the credits through online studies, while the other half will need to be completed through either in lab or remote access studies (similar to In lab but held over video conferencing software.***

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated, In Lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board.

How to earn extra marks for your Psychology course(s) this term by participating in studies …

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in remotely operated and in-person in lab studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

Participating/SONA information: How to log in to Sona and sign up for studies (https://uwaterloo.ca/research-experiences-group/)

*** *Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program in general is available at:
Sona Information on the REG Participants website (https://uwaterloo.ca/research-experiences-group/welcome-research-experiences-group-and-sona/sona-information) or you can check the Sona FAQ on the REG website homepage (https://uwaterloo.ca/research-experiences-group/welcome-research-experiences-group-and-sona/sona-frequently-asked-questions-faqs) for additional information.

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review*. Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the** last day of lectures (http://www.quest.uwaterloo.ca/undergraduate/dates.html) **. Late submissions will NOT be accepted under ANY circumstances.**

- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

ASSIGNMENT SCREENING

No assignment screening will be used in this course.

ADMINISTRATIVE POLICY

RENISON UNIVERSITY COLLEGE LAND ACKNOWLEDGEMENT

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Re-storying Steering Committee and Anti-Racism and Decolonization Spokescouncil, as well as the University of Waterloo's Office of Indigenous Relations (http://uwaterloo.ca/hrei/indigenousinitiatives) .

COURSE POLICY ON GENERATIVE AI

Generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, may be used in this course with proper documentation, citation, and acknowledgement. Permitted uses of and expectations for using GenAI will be discussed in class and outlined on assignment instructions.

Recommendations for how to cite generative AI in student work at the University of Waterloo may be found through the Library: https://subjectguides.uwaterloo.ca/chatgpt_generative_ai (https://subjectguides.uwaterloo.ca/chatgpt_generative_ai) . Please be aware that generative AI is known to falsify references to other work and may fabricate facts and inaccurately express ideas. GenAI generates content based on the input of other human authors and may therefore contain inaccuracies or reflect biases.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. Exercise caution when using large portions of content from AI sources, especially images. More information is available from the Copyright Advisory Committee: https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence (https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence)

You are accountable for the content and accuracy of all work you submit in this class, including any supported by generative AI.

POLICY ON PLAGIARISM

"Policy 71's glossary defines plagiarism, in part, as "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"...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry."

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: Policy 71 - Student Discipline (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71) .

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. See Waterloo's policy on Fair Dealing (https://uwaterloo.ca/copyright-at-waterloo/teaching/fair-dealing-advisory) . Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) .

COMMUNICATION POLICY

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

FINAL EXAMINATION POLICY

For **Fall 2023**, the established examination period is **December 8 - 21.** The schedule will be available early October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the Final Examination Schedule (https://uwaterloo.ca/registrar/final-examinations/exam-schedule) .

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 Accommodation due to illness (https://uwaterloo.ca/registrar/current-students/accommodation-due-to-illness) .

ACCOMMODATION DUE TO RELIGIOUS OBSERVANCES

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within two weeks of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation. See Request for accommodation on religious grounds. (https://uwaterloo.ca/important-dates/2022-2023/requests-accommodations-religious-grounds-due#:~:text=Requests%20for%20accommodations%20on%20religious%20grounds%20for%20final%20examinations%20should,their%20instructor%20by%20the%20deadl

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

AccessAbility Services (https://uwaterloo.ca/accessability-services/) is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

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 (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

MENTAL HEALTH SUPPORT

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

On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca (mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- MATES (https://wusa.ca/services/uw-mates) : one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

Off campus, 24/7

- Good2Talk (https://good2talk.ca/) : Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7 (https://here247.ca/) : Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME (https://ok2bme.ca/) : 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 on the Faculty of Arts website (https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it)

Download UWaterloo and regional mental health resources (PDF) (https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/counselling_services_overview_002.pdf)

Download the WatSafe app (https://uwaterloo.ca/watsafe/) to your phone to quickly access mental health support information.

A RESPECTFUL LIVING AND LEARNING ENVIRONMENT FOR ALL

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca (mailto:mnknox@uwaterloo.ca)) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's Harassment, Discrimination, and Abuse (https://uwaterloo.ca/renison/sites/ca.renison/files/uploads/files/ruc_-_harassment_discrimination_and_abuse_prevention_policy_-_03112021_-_for_sharepoint.pdf) policy.

ACADEMIC FREEDOM AT THE UNIVERSITY OF WATERLOO

Policy 33, Ethical Behaviour (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-33) states, as one of its general principles (Section 1), "The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible." This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

CHOSEN/PREFERRED FIRST NAME

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into WatIAM (https://idm.uwaterloo.ca/watiam/) .

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit Updating Personal Information (https://uwaterloo.ca/the-centre/updating-personal-information) .

Important notes

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

UNIVERSITY POLICY

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.]

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

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) . For typical penalties, check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) .

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

Note for students with disabilities: AccessAbility Services (https://uwaterloo.ca/accessability-services/) , located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.