

DEI 614: Principles of Marketing in a Globalized World: Leveraging Digital Technology
University of Waterloo
Masters in Digital Experience Innovation (MDEI)

Fall Term 2020
September 1st – December 31st, 2020, online

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Office Hours: Tuesdays, 2-3 pm (Teams, online), and by appointment

Course Description

Welcome (back) to the Fall term 2020 and to DEI 614! The objectives of this course are to provide you with a firm understanding of marketing strategy and the techniques used for digital marketing in a globalized context. Over the past decade, marketing has embraced a broad set of online tools that have revolutionized and revitalized approaches to the marketplace, including blogs, online news releases, social media, streaming video, and viral marketing, among others. Traditional marketing theories, however, have not become entirely obsolete just because of some digitalization and shall thus build a basis in this course where needed. The course will cover the difference between traditional and digital marketing, as well as strategies for digital marketing. DEI 614 aims to instruct you in several areas needed to create a digital marketing plan:

Basic principles of marketing to create an analysis of your current internal and external situation as well as your target audience

- Common digital marketing tools, theories and models to establish goals and objectives
- Digital marketing strategies and channels
- Technology-based tactics for marketing campaigns
- Measuring results and effectiveness of marketing

We will additionally take a detour to customer psychology in a digital environment. Building on the classic principles of marketing, DEI 614 will focus on how digital technologies support classic theories and how they are used in practice.

In this online course, students will work in teams as well as independently: Working in a team, you will evaluate success/failure of chosen strategies and will learn to develop a marketing strategy leveraging digital technologies. Working independently, you will discuss your fellow student's approaches and explore your thoughts about products and customers. To develop concepts in a practice context, students will be placed into a marketer role and will provide input and direction on a specified organization's Digital Marketing Plan.

- Upon completion of this course, students should be able to:
- Understand basic principles of marketing and the marketing process
- The characteristics of digital marketing
- How technology can enhance classic marketing practices
- Understand how digital marketing discovers and satisfies the consumer's needs and thinking
- Differentiate between the elements of the marketing mix and integrate them in a strategic marketing plan by applying the marketing process in a 'real world' marketing situation

Develop essential skills for: research, independent and collaborative learning in an online scenario, critical thinking, online communication and presentation skills, conducting an analysis in a digital and social media environment

Understand this course as an interactive online course: I would like to encourage you to comment, discuss, explain, try, succeed, fail, and share your experiences with marketing and developing a marketing plan. Working on real-life best practices and topics of your interest, the course will build towards developing a digital marketing plan you will present to the class in the end in form of a pre-recorded presentation.

The weekly online modules will provide you with basics and readings on the topics discussed, while you will work with the theoretical knowledge and apply it to your project throughout the assignments. There are weekly assignments to complete individually as well as in a group, which will work towards the completion of a digital marketing plan.

Readings

The course will feature readings supporting the respective modules. Readings will primarily be book chapters, scientific papers, as well as articles from news and media. You will find information about the readings in the respective Learn module every week.

You do not need to buy a textbook for this course. However, if you would like to expand your horizon, you find some suggestions in the extended reading list in this syllabus.

Sample Readings

Philip Alford & Stephen John Page (2015) Marketing technology for adoption by small business, *The Service Industries Journal*, 35:11-12, 655-669, DOI: 10.1080/02642069.2015.1062884

Patrutiu Baltas, Loredana (2015). Content marketing - the fundamental tool of digital marketing. *Economic Science*, Vol. 8 (57) No. 2

Pentina, Iryna; Koh, Anthony C. & Le, Thuong T. (2012) Adoption of social networks marketing by SMEs: exploring the role of social influences and experience in technology acceptance. *International Journal of Internet Marketing and Advertising*, Vol. 7, No. 1

Taken Smith, Katherine (2011). Digital marketing strategies that Millennials find appealing, motivating, or just annoying. *Journal of Strategic Marketing*, Vol. 19, No. 6, October 2011, 489–499

Taiminen, H., & Karjaluoto, H. (2015). The usage of digital marketing channels in SMEs. *Journal of Small Business and Enterprise Development*, 22 (4), 633-651. DOI:10.1108/JSBED-05-2013-0073

Pinheiro Melo Borges Tiago, Maria Teresa & Cristovao Verissimo, Jose Manuel (2014). Digital marketing and social media: Why bother? *Business Horizons* 57, 703—708

Todor, Raluca Dania (2016). Blending traditional and digital marketing. *Bulletin of the Transilvania University of Braşov. Series V: Economic Sciences* • Vol. 9 (58) No. 1

Course Requirements and Assessment

Course requirements and assessments are briefly summarized below. In case there are any further questions or more detailed description needed, please start a discussion in the respective assignment discussion board to fill in more details. Note that the first assignment in the form of a reading and discussion post is **due by the end of the first week of class**. In every case, as some assignments require posting of and commenting on ideas, students should be aware that comments and criticism are to be written constructive and that feedback on their posts should be understood as a positive indication that their work was regarded as an exemplary contribution to the classroom discussion and learning. As the course will be entirely remote and asynchronous, students should anticipate that some assignments might require the pre-recording of their work.

Assignments will cover individual work as well as group projects, and discussion posts will be assigned in place of participation grades. Assessments will be assigned at the beginning of each module/week. Due dates for individual assignments and discussion posts are typically on the last day of the week, while group assignments have more time (the **deadline is always 11:59 pm Eastern Time on the due date**). We will work with double deadlines on your group assignments: the first deadline (in brackets) is not part of the grading, but only for keeping you as a group moving. This course will not have a final exam; thus, the last assignments will be due in the last week of classes. **Please read the descriptions and due dates for the assignments carefully; like this, you can start planning them into your schedule early.** The group assignment will total 40% of your grade, the individual assignments 30%, and the discussion posts 30%. There will be 2 individual assignments, 6 posts, and 1 group assignment in 4 steps. As the group assignments are naturally a bit more work than the individual assignments, work together as a team or distribute work where applicable. **Tip:** once you know your groups, you can plan ahead for the assignments as you know what to deliver when.

#	Assignment of Week	Type	Assignment Due	Weighing
1	Ethics and the case of Target	Post	Sep 13th	5%
2	Situational Analysis	Group	Sep 27 th (& Sep 17 th)	8%
3	Areas of Digital Marketing	Post	Sep 27th	5%
4	Customer Analysis	Individual	Oct 11th	15%
5	Positioning and SMART Goals	Group	Oct 18 th (& Oct 11 th)	8%
6	Business Model Modularity	Post	Oct 25th	5%
7	Distribution and Channels	Group	Nov 8 th (& Nov. 1 st)	8%
8	Marketing Psychology	Post	Nov 8th	5%
9	Final Group Project: Marketing Plan	Group	Nov 29 th (& Nov 18 th)	16%
10	Measuring Results	Individual	Nov 22nd	15%
11	AI and Marketing	Post	Nov 29th	5%
12	Presentation Comments	Post	Dec 6th	5%
Group Assignments Sub-Total		4		40%
Individual Assignments Sub-Total		2		30%
Participation Posts Sub-Total		6		30%
Total				100%

Description of Assignments

Assignment 1: Ethics and the case of Target (Post)

Overview: Marketing can be tricky! While you want to deliver the best marketing experience to your customer and gain customers for your organization, especially in the digital age, you need to be careful how you approach marketing. The purpose of this assignment is for you to set out for yourself an initial baseline of assumptions, associations, causal relationships and most of all, the questions about marketing and its ethical restrictions.

Instructions:

1. Read the New York Times article “How Companies Learn Your Secrets” here
2. In the discussion board for Assignment 1, post one critical thinking question about this topic. A critical thinking question is one with the following characteristics:
 - a. there is no clear and irrefutable answer
 - b. the answer has meaningful consequences
 - c. you care about the answer – either because of intellectual curiosity or some desired outcome
3. Comment on at least one other post. Feel free to keep the discussion going when someone comments on your post

Assignment 2: Situational Analysis (Group)

Overview: Knowing who you are and what you can do is great - but you should also be aware of the things happening around you, such as competitors or the general industry environment you compete in. Completing a situational analysis for you and your products helps you put everything into perspective.

Instructions:

1. In your group, analyze your business/product/service using the SWOT analysis tool. For the product or service you choose; additionally, analyze the five P's
2. We will work with **double deadlines** on this assignment. By Sunday, September 17th, as a group, send one email to the instructor stating which product you will work with
3. Deliver the analysis in form of a Power Point Presentation (or a similar tool you work with) in 11 slides:
 - a. On a cover page, state your group number and names
 - b. On one slide, describe your product or service and what makes it special
 - c. One slide for each field of the SWOT analysis
 - d. One slide for each P

Additional task: students will be grouped randomly in groups of 5 and assigned a case study. As a group, get to know each other and discuss your case. Find a product or service of your case you would like to work with.

Assignment 3: Areas of Digital Marketing (Post)

Overview: There are various areas of marketing, also in the digital environment. Nearly everything is possible, and marketing has the potential to reach more people in less time than it used to. But not always is every possibility that digital marketing offers valuable for any kind of product or service.

Instructions:

1. Pick one of the discussed areas of digital marketing and apply it to the product or service from your case (or a different product if you like to)
2. In the discussion board for Assignment 3, post one thought about how you think this company does a good or a bad job at this area of digital marketing
3. Comment on at least one other post. Feel free to keep the discussion going when someone comments on your post

Assignment 4: Customer Analysis (Individual)

Overview: Marketing touches many areas of an organization's processes, but also needs to consider factors of the product as well as the environment. One of the most important factors is the customer: along with knowing who you are, what you can do and what the competition field is like, you need to consider who will be using your product: the customer not only buys your product, but can also help you design it and make it better

Instructions:

1. Use at least one **customer research tool** such as Google Trends or Facebook Audience Insights to analyze the interest group for your product
2. Make a **persona** analysis for your case's product/service using the persona template
3. Deliver the analysis in form of a Power Point Presentation (or a similar tool you work with):
 - a. On a cover page, state your group number and name (1 slide)
 - b. Give a short overview of the product or service within your company (1-2 slides)
 - c. Show the results of your analysis (2-4 slides)
 - d. Show the persona of your customer group (1 slide)
 - e. Describe how you determined the fields of the persona (you can use 1 slide each for clarity)

Assignment 5: Positioning and SMART Goals (Group)

Overview: To deliver a good marketing plan, we need to position our product in the market and define goals that make our efforts clear and measurable. One of the many tools to do this is the SMART framework. This will not only help to keep the vision alive, but also to set a basis for a timeline for our marketing campaign.

Instructions:

1. As a group, pick an appropriate tool for positioning your product (such as a BCG matrix or others) and position your product
2. Make **two** SMART Goals for marketing your product, for example referring to the different types of digital marketing
3. We will work with **double deadlines** on this assignment. By Sunday, October 11th, as a group, send one email to the instructor stating which tool you use and what your goals are (no explanation yet)
4. Deliver the analysis in form of a Power Point Presentation (or a similar tool you work with):
 - a. On a cover page, state your group number and names (1 slide)
 - b. Give a short overview of the product or service within your company (1-2 slides)

- c. Show the results of your positioning tool (1 slide)
- d. Explain the reasoning behind your positioning (in an appropriate number of slides)
- e. Explain your goals and how they are SMART (at least one slide per goal)

Assignment 6: Business Model Modularity (Post)

Overview: Marketing and Business Models are indeed two very different topics, yet they can't really work without each other. Sometimes our concepts of marketing might become a bit rusty – but borrowing concepts from a technological domain, we can look at our products and services in a different light!

Instructions:

1. Pick one of the operators of business model modularity and apply it to the product or service from your case (or a different product if you like to)
2. In the discussion board for Assignment 3, post one thought about how you think your product or service could be marketed differently by changing it with one of the operators of modularity
3. Comment on at least one other post. Feel free to keep the discussion going when someone comments on your post

Assignment 7: Distribution and Channels (Group)

Overview: To successfully bring our strategy to the market, we need to think about the channels we want to use for marketing our products and services. Communication is, as so often, key: marketing is more than just advertising, public relations and feedback. Our strategy needs a distribution plan.

Instructions:

1. As a group, deliver a distribution plan for your product or service
2. Pick two channels you'd like to pursue and make a statement about whether or not you think joint ventures or partnerships are of interest for your endeavour
3. We will work with double deadlines on this assignment. By Sunday, November 1st, as a group, send one email to the instructor stating which strategy you decided to use
4. To deliver the plan, you can use a Power Point Presentation (or a similar tool you work with) or write the plan in paper form:
 - a. On a cover page, state your group number, your names, and the product
 - b. Describe the distribution plan and its components
 - c. Describe the channels you decide to use and why those are appropriate
 - d. Try not to exceed 15 slides or 5 pages, respectively

Assignment 8: Marketing Psychology (Post)

Overview: Sometimes, you might want to help the customer in deciding on what and where to buy a product. Actually, let's rephrase that: sometimes you might want to help the customer in deciding to buy your product. Especially in digital times, that is easier than ever. Technology can help you present your product in a way the customer hasn't seen it yet, and digital media can help you deliver that message.

Instructions:

1. From the customer behaviour patterns in the module, pick any one you deem interesting to your product (or a different product)
2. In the discussion board for Assignment 8, post one critical thinking question about your pattern and how you would use it. A critical thinking question is one with the following characteristics:
 - a. there is no clear and irrefutable answer
 - b. the answer has meaningful consequences
 - c. you care about the answer – either because of intellectual curiosity or some desired outcome
3. Comment on at least one other post. Feel free to keep the discussion going when someone comments on your post

Assignment 9: Final Group Project: Marketing Plan (Group)

Overview: The pieces are coming together: throughout the term, we have analyzed and positioned, established goals, made plans, and discussed digital strategies and the psychology of our customers. One thing we haven't thought about yet: A Social Media Plan! (and, actually, the financial side of your marketing plan, but due to a shortage of time that will be an individual assignment). Since this is your final group project and we have to work remote, you will have 3 weeks to complete it. You have produced a great amount of content, together and by yourselves, which you can now use to create a marketing plan: as a group, deliver a digital marketing plan for your product!

Instructions:

1. Use all the content you have already created and decide what goes into the plan. This does not need to be from one person only, mix and match to create a Digital Marketing Plan.
2. Add a Social Media Marketing Plan to your group project
3. We will work with double deadlines on this assignment. By Wednesday, November 18th, as a group, send one email to the instructor with an update on how you are progressing. You do not need to send any materials, however, ask any time you have a question
4. Deliver the plan in form of a pre-recorded presentation (e.g., you can use Zoom or similar free tools):
 - a. A situational analysis (1 tool) and customer analysis (1 group)
 - b. Your positioned product (1 product)
 - c. Your SMART digital marketing goals (2 goals)
 - d. A distribution plan and two channels for marketing your product
 - e. Two psychological tactics you want to pursue (1 tactic per goal)
 - f. **Add** a Social Media Plan for your product (this part is new)
 - g. Make a statement about a timeline you find realistic for your plan (this part is new)
 - h. In a closing remark, make a statement based on the measurement of your results whether or not you think your plan would be successful
5. Please upload your slides and videos in the respective Dropbox folder in Learn

Remember to always explain the reasoning behind your decisions. The project will be assigned at the beginning of week 9 and will be the last part of your group work. Upload your videos to Learn by the end of week 11.

Assignment 10: Measuring Results (Individual)

Overview: What is the best plan worth if it's result cannot be measured? In this week's module, we explored some options of how we can quantify the success of our marketing plan. So, how would you measure the success of your product?

Instructions:

1. Analyze how you would measure the success of your strategy. Only do this for one product and one online marketing strategy
2. Create an analysis of how effective your online campaign would be
3. Estimate how long you would run your campaign and how much the online campaign would cost you
4. State how you would measure the effectiveness (use at least one KPI)
5. Estimate how long it would take you to get to a break even point
6. Make a statement about whether or not you think your campaign would be successful
7. In each of your sections, explain your reasoning behind why this is a good way to do it
8. Deliver the analysis in form of a Power Point Presentation (or a similar tool you work with) or as a written plan if you prefer. 10-15 slides or 5-8 pages should be sufficient:

Assignment 11: AI and Marketing (Post)

Overview: When we can't think ourselves anymore, or one might say we are running out of intelligence, it is good that we live in the 21st century and can resort to artificial intelligence. But is it always a good option?

Instructions:

1. In the discussion board for Assignment 11, post one critical thinking question about using AI in marketing. A critical thinking question is one with the following characteristics:
 - a. there is no clear and irrefutable answer
 - b. the answer has meaningful consequences
 - c. you care about the answer – either because of intellectual curiosity or some desired outcome
2. Comment on at least one other post. Feel free to keep the discussion going when someone comments on your post

Assignment 12: Presentation Comments (Post)

Overview: It is done – almost! The term is almost over and (hopefully) everyone has delivered their final project videos. All you have to do this week is watch and talk.

Instructions:

1. Watch your fellow student's marketing plan presentations
2. In the discussion board for Assignment 12, post a thought about one of the videos. That might be something you agree with – or disagree. In the latter case, be constructive with your criticism.
3. Comment on at least one video that is not your own. Feel free to keep the discussion going when someone comments on your post

Course Schedule

Module	Week	Topics	Work Assigned
1	Sep 8 th – Sep 12 th	<ul style="list-style-type: none"> ○ Course overview ○ Introduction to Marketing 	Assignment 1
2	Sep 14 th – Sep 20 th	<ul style="list-style-type: none"> ○ Marketing Essentials ○ The Marketing Environment ○ Situational Analysis ○ Group Formation & Case Studies 	Assignment 2
3	Sep 21 st – Sep 27 th	<ul style="list-style-type: none"> ○ Areas of Digital Marketing ○ Vision Development 	Assignment 3
4	Sep 28 th – Oct 4 th	<ul style="list-style-type: none"> ○ The Marketing Audience ○ Consumer Analysis ○ Customer Engagement ○ Customer Satisfaction 	Assignment 4
5	Oct 5 th – Oct 10 th	<ul style="list-style-type: none"> ○ Types of Digital Marketing ○ Positioning ○ SMART Marketing Goals 	Assignment 5
-	Oct 11 th – Oct 18 th	<ul style="list-style-type: none"> ○ Reading Week 	
6	Oct 19 th – Oct 25 th	<ul style="list-style-type: none"> ○ Management & Marketing ○ Business Models & Marketing ○ Technological Modularity & Marketing 	Assignment 6
7	Oct 26 th – Nov 1 st	<ul style="list-style-type: none"> ○ Distribution Plan ○ Partnerships & Ventures 	Assignment 7
8	Nov 2 nd – Nov 8 th	<ul style="list-style-type: none"> ○ Customer Strategies ○ Website Development ○ Customer Behavior Psychology 	Assignment 8
9	Nov 9 th – Nov 15 th	<ul style="list-style-type: none"> ○ Social Media Marketing ○ Digital Marketing Strategies 	Assignment 9
10	Nov 16 th – Nov 22 nd	<ul style="list-style-type: none"> ○ Measuring Success ○ Financial Statements & Budgeting ○ ROI 	Assignment 10
11	Nov 23 rd – Nov 29 th	<ul style="list-style-type: none"> ○ Marketing and AI ○ Best Practices 	Assignment 11
12	Nov 30 th – Dec 6 th	<ul style="list-style-type: none"> ○ Presentation Week 	Assignment 12

Some Important Dates (for all dates, visit uwaterloo.ca/registrar/important-dates/list)

Classes begin: September 8th, 2020
Last day to add a class: September 21st, 2020
Reading Week: October 10th – 18th, 2020
Thanksgiving Day: October 12th, 2020
Classes end: December 7th, 2020

Extended Reading List

We will not work through one single textbook, however, if you like to expand your horizon by working with complete books on the topic, feel free to consult texts such as:

Larson, Jeff & Draper, Stuart. Digital Marketing Essentials: A Comprehensive Digital Marketing Textbook. Edify Publishing, 2019.

Mohr, Jakki; Sengupta, Sanjit & Slater, Stanley. Marketing of high-technology products and innovations. 3rd ed. Pearson Education, 2010.

Charlesworth, Alan. Digital Marketing – A practical Approach. 3rd ed. Routledge, 2018.

Kingsnorth, Simon. Digital Marketing Strategy An integrated approach to online marketing. Kogan Page Limited. London, 2016.

Additionally, apart from practice-oriented textbooks, you may refer to scientific papers such as:

Royle, Jo & Laing, Audrey (2014). The digital marketing skills gap: Developing a Digital Marketer Model for the communication industries. *International Journal of Information Management*, Vol. 34 (2), Pages 65-73.

Stone, Merlin David & Woodcock, Neil David (2014). Interactive, direct and digital marketing: A future that depends on better use of business intelligence. *Journal of Research in Interactive Marketing*, Vol. 8 No. 1, pp. 4-17

Yasmin, Afrina; Tasneem, Sadia & Fatema, Kaniz (2015). Effectiveness of Digital Marketing in the Challenging Age: An Empirical Study. *International Journal of Management Science and Business Administration* Vol. 1 (5), Pages 69-80

Davenport, Thomas; Guha, Abhijit; Grewal, Dhruv & Bressgott, Timna (2020). How artificial intelligence will change the future of marketing. *Journal of the Academy of Marketing Science*. Vol. 48, pages24–42

Martínez-López, Francisco J. & Casillas, Jorge (2013). Artificial intelligence-based systems applied in industrial marketing: An historical overview, current and future insights. *Industrial Marketing Management*, Vol. 42 (4), Pages 489-495

Course Policies

Communication

I will be available for Teams drop-ins on **Tuesdays from 2:00-3:00 pm** and by appointment. You can also talk to me after class. I will check e-mails regularly. Please ensure that you include DEI 614 in the subject line. I do not want to miss any important emails particularly as we are dealing with a new environment for most of us

All e-mail communication sent from students to instructors must originate from the student's own UWaterloo e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from an UWaterloo account. If an instructor or client becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Late Work

On the assignments, 5% penalty per day will apply, and no component of the assignment will be accepted after 5 days past the due date. This applies to both, individual and group assignments. The Covid-19 situation, however, is new to us all, and personal matters can always change plans: if something unforeseen happens, please don't hesitate to contact the instructor and work out an alternative. Additionally, please refer to the policy on "Accommodation for Students with Disabilities".

Territorial Acknowledgement

The Faculty of Arts acknowledges that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River. The Stratford School of Interaction Design and Business is situated on the traditional territory of the Anishinaabe, Haudenosaunee, and the Ojibway/Chippewa peoples. This territory is covered by the Upper Canada Treaties.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Cross-listed course (requirement for all Arts courses)

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

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.

Appeals

A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

Accommodation for Students with Disabilities

The AccessAbility Services office, 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 the AS office at the beginning of each academic term.

Possible use of Turnitin® in your course

Turnitin.com and alternatives: 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.

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

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 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 from 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: 519-749-4300 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 on the Faculty of Arts website

Downloads at UWaterloo and regional mental health resources

Download the WatSafe app to your phone to quickly access mental health support information

Academic freedom at the University of Waterloo

Policy 33, Ethical Behavior 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

