

# Studying the New Testament Winter 2025

## TS 611

Published Jan 01, 2025

### Class Schedule

Course	Meet Days	Meet Time	Location	Instructor(s)
TS 611 001 [LEC]	<b>Wednesdays</b> <i>Jan 6 - Apr 4</i>	01:00PM - 03:50PM	CGR 2201	A. Batten <i>abatten@uwa...</i>

schedule data automatically refreshed daily

### Instructor & TA (Teaching Assistant) Information

**Instructor:** Dr. Alicia Batten

**Office Hours:** Tuesdays, 10-11 am and by appointment

**Office:** Conrad Grebel University College, room 2124

**E-Mail:** [abatten@uwaterloo.ca](mailto:abatten@uwaterloo.ca) (best way to contact me)

**Phone:** 519 885-0220 ext: 24246

**Territorial Acknowledgement:** The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the [Office of Indigenous Relations](https://uwaterloo.ca/indigenous). (<https://uwaterloo.ca/indigenous>).

## Course Description

### *Calendar Description for TS 611:*

A study of the literary genres, history of composition, and canonization of the New Testament. The course will examine various methodological approaches to the New Testament, including their implications for Christian theological interpretation.

[View requirements for TS 611](https://acal.fast.uwaterloo.ca/course/1251/TS/611) (<https://acal.fast.uwaterloo.ca/course/1251/TS/611>).

## Learning Outcomes

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

Students will gain a general understanding of the content and diversity of material found within the collection of documents known as the New Testament. Connections to TS Programme Objective 2: <https://uwaterloo.ca/theological-studies/academics>

Students will learn about elements of the complexity of the creation and canonization of the New Testament. Connects to TS Programme Objectives 2 and 3: <https://uwaterloo.ca/theological-studies/academics>

Students will understand some of the different methods\* used today in interpreting the New Testament, and some of the tools available for engaging in these approaches. Connects to TS Programme Objectives 3 and 6: <https://uwaterloo.ca/theological-studies/academics>

Students will understand some of the hermeneutical and theological questions that arise in the critical study of the New Testament and the challenges posed for interpreting these texts in the 21st century. Connects to the TS Programme Objectives 4, 6, 7, and 8: <https://uwaterloo.ca/theological-studies/academics>

Students will further develop reading, research, writing and discussion leadership skills. Connects to TS Programme Objective 1: <https://uwaterloo.ca/theological-studies/academics>

\* A note on methods: Today there are many methods in the academic field of biblical studies. This course does not cover them all! We will focus on the historical-critical method (even if you reject it, you should know what it is), literary and contextual approaches, as well as contemporary methods that attend to questions of gender, ethnicity and race, disability, migration, and class. However, this introductory course can only skim the surface as there is so much to cover. I encourage you to read widely (and sometimes I will post optional reading on LEARN) and feel free to share things that you are reading with the rest of the class. Biblical

studies often picks up on approaches from other fields, including literary studies, philosophy, history, anthropology, sociology, psychology, and cultural studies, thus the breadth of approaches today is vast.

## Tentative Course Schedule

Week	Date	Class Topic	Read and Reflect (take notes) before Class	Class Session	Assignment After Class
Week One	Jan 8	Introduction to the Course  Text Criticism; Role of Interpretation in Translation	Read through the syllabus and familiarize yourself with the LEARN page for the course	Introductions and review of Syllabus  Methods: Text Criticism; Translation	Prepare a one page assignment (250-300 words, typed, double-spaced) that consists of questions and observations you have about the New Testament (due to the Drop Box on LEARN <b>before Jan 15th</b> ); read for next week.

Week Two	Jan 15	<p>Canonization of the NT</p> <p>Historical and Contextual Criticism: Engaging the Social Sciences</p>	<p>Holmes, "The Biblical Canon;" Esler, "Reading the Mediterranean Social Script;" Rohrbaugh, "Hermeneutics as Cross-Cultural Encounter"; <a href="https://www.earlychristianwritings.com/text/thomas-fifth.html">The Gospel of Thomas</a> (<a href="https://www.earlychristianwritings.com/text/thomas-fifth.html">https://www.earlychristianwritings.com/text/thomas-fifth.html</a>).</p> <p>(you can skim through the Gospel of Thomas, but I do want you to get a sense of its features)</p>	<p>Students will share some of their thoughts stemming from their one page paper submitted prior to class (bring a copy of your paper with you to class)</p> <p>Topic: Canonization</p> <p>Method: Social Scientific Criticism</p> <p>Contexts (instructor leads discussion on the Rohrbaugh and Esler readings)</p>	Read for next week.
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Week Three	Jan 22	<p>The Gospels: Focus on Mark</p> <p>The Importance of Literary Analysis and Postcolonial Criticism</p>	<p>Gospel of Mark (try to read it all at once; think about how it characterizes Jesus, disciples etc. ); Tolbert, "How the Gospel of Mark Builds Character;" Nadella, "The Two Banquets: Mark's Vision of Anti- Imperial Economics"</p>	<p>The Gospels, with a focus on responses to reading Mark in one sitting (if possible)</p> <p>Methods: Literary Criticism; Postcolonialis t Approaches</p> <p><u>One student</u> leads a discussion the Nadella article:</p>	Read for next week.
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Week Four	Jan 29	<p>Gospel of Matthew</p> <p>Redaction Criticism; Disability Studies and NT interpretation; history, interpretation, and ethics</p>	<p>Read the Gospel of Matthew (all at once if you can); read Moss, "Mark and Matthew"; read Kampen, "The Gospel of Matthew and the Challenge of Anti-Semitism"</p>	<p>Gospel of Matthew</p> <p>Methods: The Bible and Disability Studies; history, interpretation and ethics</p> <p><u>One student</u> leads a discussion of the Moss article:</p> <p><u>One student</u> leads a discussion of the Kampen article:</p>	Read for next week.
Week Five	Feb 5	<p>Gospel of Luke</p> <p>Redaction Criticism; Narrative Approaches; the NT and Migration (then and now)</p>	<p>Try to read Luke in one sitting. Read Barreto, "A Gospel on the Move: Practice, Proclamation, and Place in Luke-Acts"</p>	<p>The Gospel of Luke</p> <p>Method: Narrative Approaches (literary)</p> <p><u>One student</u> leads the discussion on the Barreto article:</p>	Read for next week and work on the Matthew/Mark/Luke comparison paper.

Week Six	Feb 12	Acts of the Apostles  Intersectional Approches to NT Interpretation	Read through the Acts of the Apostles. Read Kartzow and Moxnes, "Complex Identities: Ethnicity, Gender and Religion in the Story of the Ethiopian Eunuch (Acts 8: 26-40)"	Acts of the Apostles  Method: Intersectional approaches  <u>One student</u> leads the discussion of the Kartzow and Moxnes article:	Matthew/Mark/Luke Comparison Paper due to Drop Box by <b>Monday, Feb 24th.</b>  Read ahead for the next class.
Reading Week	Feb 17-21	No class	Work on assignments.	No class	Read ahead.
Week Seven	Feb 26	Johannine Literature  The NT and Anti-Judaism	Read the Gospel of John in one sitting if possible. Read, 1,2,3, John.  Read Reinhartz, "Judaism in the Gospel of John"	Methods: More on historical, literary and social history approaches; more on ethics and the NT  <u>One student</u> leads discussion of the Reinhartz article:	Read for next week.

Week Eight	March 5	<p>Historical Jesus</p> <p>Some "history" of Historical Criticism; Study of the Parables</p>	<p>Read Bond, "The Quest for the Historical Jesus: An Appraisal;" Rohrbaugh "A Peasant Reading of the Parable of the Talents/Pounds: A Text of Terror"</p>	<p>The Quest for the Historical Jesus</p> <p>Parables Research (methodologically, Rohrbaugh engages social scientific and historical approaches)</p> <p><u>One student</u> leads discussion on the Rohrbaugh article:</p>	<p>Topic and 5 source annotated bibliography due to Drop Box by <b>Monday, March 10th.</b></p> <p>Read for next week.</p>
Week Nine	March 12	<p>Introduction to the Apostle Paul</p> <p>Paul and Jewish Law</p>	<p>Read 1 Thessalonians, Galatians, Philippians, Romans; Read Bassler, "Paul and his Letters;" Read Fredriksen, "What does it Mean to See Paul 'within Judaism'?"</p>	<p>The Apostle Paul</p> <p>Paul and Jewish Law</p> <p>Method: mostly historical</p> <p><u>On student</u> leads discussion on the Fredriksen article:</p>	<p>Read for next week.</p>



Week Ten	March 19	<p>The Apostle Paul continued</p> <p>Gender and Sexuality in Antiquity</p> <p>Deutero-Paul</p>	<p>Read 1 and 2 Corinthians, Philemon; Read Osiek and Pouya, "Constructions of Gender in the Roman Imperial World;" Read 2 Thessalonians, Colossians, Ephesians, Pastoral Epistles (1 and 2 Timothy, Titus)</p>	<p>More discussion of Paul with attention to questions of gender and sexuality</p> <p>Methods: historical and social scientific</p> <p>Deutero-Paul</p> <p><u>One student</u> leads discussion on the Osiek and Pouya chapter:</p>	<p>Second paper (on John, Acts, Hebrews, or a NT letter) due to the Drop Box by <b>Friday, March 28th.</b></p> <p>Read for next week.</p>
Week Eleven	March 26	<p>Hebrews, James, 1 and 2 Peter, Jude</p> <p>The Household Codes; Womanist Interpretation</p>	<p>Read Hebrews, James, 1 and 2 Peter, Jude</p> <p>Read Martin, "The Haustafeln (Household Codes) in African American Biblical Interpretation: Free Slaves and Subordinate Women"</p>	<p>Discussion of Hebrews, James, 1 and 2 Peter and Jude; The Household Codes</p> <p>Methods: womanist approaches</p> <p><u>One student</u> leads discussion on the Martin chapter:</p>	<p>Read for next week.</p>

Week Twelve	April 2	<p>The Book of Revelation</p> <p>Methodological Focus - The Significance of "Class Analysis" for Studying the NT</p>	<p>Read the Book of Revelation; Read Friesen, "Class Analysis in the Book of Revelation: Intersections of Economy, Religion, and Gender"</p> <p>Come to class with a rough draft of your "implications" paper</p>	<p>Discussion of the Book of Revelation; the significance of "class" in the study of the NT</p> <p>Methods: Historical, with attention to class and gender</p> <p><u>Instructor</u> leads discussion of Friesen chapter</p> <p>Discussion of the drafts of the implications paper</p>	<p>Final Implications paper due to the Drop Box by <b>April 16th.</b></p>
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## Texts / Materials

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Title / Name	Notes / Comments	Required	Price (CAD)
An English translation of the Bible (preferably with the Apocrypha/Deuterocanonical books).	Study Bible, such as the New Oxford Annotated Bible, or the Harper Collins Study Bible, are useful, as they contain helpful footnotes, essays, and maps. The New Revised Standard Version is good, but no translation is perfect. You can use the translation of your choice (but I encourage you to read multiple translations) but do not use a paraphrase such as The Message or the Living Bible.	Yes	Prices vary - a brand new pbk SBL Study Bible is \$50.00.
Articles and chapter posted the the LEARN page for the course.	These are all posted under "Content" on the LEARN page.	Yes	No cost
Optional Readings	Occasionally I will post optional readings on the LEARN page under "Content"	No	No cost

There are a couple of scholarly websites that might also be useful, at least for finding bibliography (in addition to the Library catalogue and Library Databases such as ATLA or JSTOR).

[Bible Odyssey \(https://www.bibleodyssey.org/\)](https://www.bibleodyssey.org/) (produced by the Society of Biblical Literature, the largest professional society of international biblical scholars in the world)

[Early Christian Writings](https://www.earlychristianwritings.com/) (https://www.earlychristianwritings.com/) (contains the full text/translation of many early Christian writings, canonical and non-canonical)

## Student Assessment

**Please note that I assume that students will attend class each week, having completed the reading, and ready to engage with comments and questions. Please let me know ahead of time if you have to miss class (if you are ill, or have an emergency). Missing more than 3 classes could cause your final mark for the course to drop by 20%.**

Component	Value
Short Paper discussing thoughts and questions about the New Testament	3% - This one page (250-300 words, typed, double-spaced) paper is due to the LEARN Drop Box before January 15th. Spend some time reflecting and leafing through the New Testament. What sorts of ideas do you have about it? What are your questions? These can be very focused on specific verses, or more general, theological, philosophical and/or historical questions. I will mark this pass/fail. As long as you write clearly, in sentence and paragraphs, and that you connect your ideas clearly to the New Testament, you will pass.
In Class Article Summary and Discussion Leadership	10% - Each student will do this once during the semester. Please hand in your hand-out to the LEARN Drop Box.
Matthew/Mark/Luke Comparison Assignment	30% - Due to Drop Box by Monday February 24th.
5 source annotated bibliography for Acts, Gospel of John, Hebrews, or Letter Assignment	5% - A topic and 5 source annotated bibliography is due to the Drop Box by Monday, March 10th.
Acts, Gospel of John, Hebrews, or Letter Assignment	35% - The final version of the paper is due to the Drop Box on Friday, March 28th.

Component	Value
Implications Paper	17% - Bring a draft to class on April 2nd. The final version of the paper is due to the Drop Box by April 16th.

Dropboxes for each assignment are on the LEARN page for the course. I will mark your work online and you should be able to see my feedback on your assignments.

## Assignment Screening

No assignment screening will be used in this course.

## Administrative Policy

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### Masking

The University of Waterloo is not requiring masking at this time but please note that the University policy could change during the semester.

### Late Work

Assignments submitted late without any explanation (for example, illness or family emergency) receive a reduction of **2% per day late**. Please note that the last day to submit late work is **April 23rd**.

### Artificial Intelligence

This course includes the independent development and practice of specific skills, such as analysis of arguments, close reading, clear writing and communication. Therefore, the use of 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, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of [Policy 71](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the

fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage ([ICAI \(https://academicintegrity.org/images/pdfs/20019\\_ICAI-Fundamental-Values\\_R12.pdf\)](https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf), n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or TA to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. 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>).

Students are encouraged to reach out to campus supports if they need help with their coursework including:

- [Student Success Office \(https://uwaterloo.ca/student-success/resources\)](https://uwaterloo.ca/student-success/resources) for help with skills like notetaking and time management
- [Writing and Communication Centre \(https://uwaterloo.ca/writing-and-communication-centre/services-0/services-undergraduate-students\)](https://uwaterloo.ca/writing-and-communication-centre/services-0/services-undergraduate-students) for assignments with writing or presentations
- [AccessAbility Services \(https://uwaterloo.ca/accessability-services/students\)](https://uwaterloo.ca/accessability-services/students) for documented accommodations
- [Library \(https://uwaterloo.ca/library/research-supports/quick-start-guide\)](https://uwaterloo.ca/library/research-supports/quick-start-guide) for research-based assignments

## Accommodations

Please see the University of Waterloo [Accommodations \(https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances\)](https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances) page for procedures should you become ill or have extenuating circumstances.

## Cross-listed courses

Please note that a cross-listed course will count in all respective averages no matter under which subject code 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 subject code.

## 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/) (<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) (<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.

## 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) (<mailto:counselling.services@uwaterloo.ca>) / 519-888-4567 ext. 32655
- [MATES](https://wusa.ca/services/uw-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/) (<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/) (<https://here247.ca/>): Mental Health and Crisis Service Team. Phone: 1-844-437-3247

- [OK2BME \(https://ok2bme.ca/\)](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 \(https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it\)](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).

([https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/counselling\\_services\\_overview\\_002.pdf](https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/counselling_services_overview_002.pdf)).

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

## 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).



## Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-33) (<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

## 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/) (<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) (<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/) (<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) (<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) (<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) (<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) (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) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72).

**Note for students with disabilities:** [AccessAbility Services](https://uwaterloo.ca/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.

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