

Special Topics in New Testament Exegesis Winter 2025

TS 718

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Class Schedule

Course	Meet Days	Meet Time	Location	Instructor(s)
TS 718 001 [SEM]	Tuesdays <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

Email: abatten@uwaterloo.ca (best way of contacting me)

Phone: (519) 885-0220 x24246

Office: CGUC 2124

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

Territorial Acknowledgement

We acknowledge 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 ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory](https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory) (<https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory>).

Course Description

Calendar Description for TS 718:

This course uses a variety of methods of analysis and interpretation of biblical texts to conduct a close reading of a New Testament book. Students may be given permission to take the course repeatedly, given that focus and content changes each time offered.

[View requirements for TS 718](https://acal.fast.uwaterloo.ca/course/1251/TS/718) (<https://acal.fast.uwaterloo.ca/course/1251/TS/718>).

The Letter of James has suffered neglect in the history of scholarship, and in some Christian traditions. Fortunately, this situation has changed in recent decades, with many commentaries, monographs and articles appearing about the so-called "right strawy epistle" (Martin Luther). Debate continues as to the letter's authorship, provenance, relationship to Pauline thought, and overarching structure and meaning, with no overall consensus emerging on many issues. However, there is considerable agreement that James is rhetorically sophisticated, and that it adapts pre-existing traditions in new ways to suit its own context.

In this course we will engage in a close reading of James, using a range of methods. Thematic topics that will emerge over the course of our study arising from James include the perception of God, perfection, faith and works, the rich and the poor, wisdom, speech and the relationship of James to Judaism, Hellenism, and to the teachings of Jesus. Throughout the course we will reflect upon the relevance of James at various points in history and today. Thus, not only will we study James, we will examine how it has been read at different points throughout the Christian tradition.

The course will follow a seminar format, with students leading portions of class, although there will also be some lectures as well. Students are expected to attend class each day having prepared the assigned readings (note that commentary reading will require the use of the Grebel course reserves).

The learning outcomes (objectives) listed below connect to some of the [Theological Studies Programme Objectives](https://uwaterloo.ca/theological-studies/about) (<https://uwaterloo.ca/theological-studies/about>). I hope that the course will contribute to everyone's capacity for life-long learning (objective 8) and nurture their personal formation (objective 7)!

Learning Outcomes

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

Explain some of the different methods of New Testament interpretation (TS objective 6 - some degree of cultural competence). <https://uwaterloo.ca/theological-studies/academics>

Articulate aspects of the impact of the Letter of James at different moments in history (TS objectives 2, 4 and 5 - knowledge of Christianity; interpret Christian texts; engage issues of justice and peace through the study of James). <https://uwaterloo.ca/theological-studies/academics>

Present orally the results of research on a select portion of the Letter of James (TS objectives 1 and 3 - clear communication; research and analysis).

<https://uwaterloo.ca/theological-studies/academics>

Conduct research on some aspect of the Letter of James (TS objective 3 - research and critical analysis). <https://uwaterloo.ca/theological-studies/academics>

Understand some of the main structural and thematic elements of the Letter of James (TS objective 4 - interpret Christian texts). <https://uwaterloo.ca/theological-studies/academics>

Write a scholarly book review (TS objective 1 - clear communication).

<https://uwaterloo.ca/theological-studies/academics>

Tentative Course Schedule

Date	Preparatory work to do before class	Class Session	Optional Reading (on LEARN) and/or assignments due
Jan 7	Introduction to the course and to the Letter of James; textual criticism; doing exegesis	Introduction to the course and to each other; a brief introduction to the Letter of James; textual criticism; doing exegesis; the Septuagint.	

Jan 14	Response to James paper should be submitted to the LEARN Drop Box before class. Bring a copy with you to class. Read, Kloppenborg, <i>James</i> , pages vi-38 (= preface, chapters 1-2 in e-book).	Each student will share some of their observations and questions that arose from writing their response to James paper. Questions of authorship, date, and attestation of the Letter of James.	Response to James paper due to Drop Box before class.
Jan 21	Read Kloppenborg, <i>James</i> , 39-81 (= chapters 3-4 in e-book)	Genre, Structure of James; James, the LXX, and Jesus Tradition	John H. Elliott, "The Epistle of James in Rhetorical and Social-Scientific Perspective: Holiness-Wholeness and Patterns of Replication," <i>BTB</i> 23 (1993): 71-81.
Jan 28	Read Kloppenborg, <i>James</i> , 83-116 (= chapter 5 and epilogue in e-book)	Addressees and Purposes of James	Dale C. Allison Jr., "The Jewish Setting of the Epistle of James," <i>In die skriflig : tydskrif van die Gereformeerde Teologiese Vereniging</i> 49 (2015):1-9.

<p>Feb 4</p>	<p>Read Patrick J. Hartin, "James and the Jesus Tradition. Some Theological Reflections and Implications," in <i>The Catholic Epistles and the Apostolic Tradition</i>, ed. Karl-Wilhelm Niebuhr and Robert W. Wall, 55-70. Waco, TX: Baylor University Press, 2009.</p> <p>What are the main points of Hartin's essay? Does this essay raise any ideas and/or questions about the early church and/or Christian theology in general?</p> <p>Come to class with a list of questions that you would like to ask John Kloppenborg about his book.</p>	<p>More on James and Jesus Tradition</p> <p>Discussion with Dr. John Kloppenborg (over Zoom)</p>	
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Feb 11	Reread James 1. If you are not presenting today, make sure that you have read a portion of a James commentary (on reserve in the library) on James 1. Make notes as you read, and come to class ready to share some of the points that the commentary made about James 1 as well as your own thoughts and responses to this chapter of James.	<p>Exegesis Presentation on Jas 1:1-18 - Leader:</p> <p>Exegesis Presentation on Jas 1:19-27 - Leader:</p> <p>More on James and Judaism; James and Hellenism; James and the "Parting of the Ways;" The notion of "perfection" or "wholeness" in James; the portrayal of God in James</p>	<p>Kathleen Gallagher Elkins and Thomas M. Bolin, "Boundaries, Intersections, and the Parting of the Ways in the Letter of James," <i>Interpretation</i> 74 (2020): 335-43.</p> <p>Matt Jackson-McCabe, "The Letter of James and Hellenistic Philosophy," in <i>Reading the Epistle of James</i>, edited by Eric F. Mason and Darian R. Lockett, 45-71. Resources for Biblical Study 94. Atlanta: SBL, 2019. Please note that this essay is in two parts on the LEARN page.</p>
Feb 17-21 Reading Week	No class	No class - read ahead and work on assignments	

Feb 25	Reread James 2. If you are not presenting today, make sure that you have read a portion of a James commentary (on reserve in the library) on James 2. Make notes as you read, and come to class ready to share some of the points that the commentary made about James 2 as well as your own thoughts and responses to this portion of James.	<p>Exegesis Presentation on Jas 2:1-13 - Leader:</p> <p>Exegesis Presentation on Jas 2: 14-26 - Leader:</p> <p>James and Patronage; James and Leviticus; Faith and Works; James and Paul; James and the Early Church</p>	Jonathan Yates, "The Epistle of James in Augustine and his Pelagian Adversaries: Some Preliminary Observations," <i>Augustiniana</i> 52 (2002): 273-90.
March 4	Reread James 3:1-4:10. If you are not presenting today, make sure that you have read a portion of a James commentary (on reserve in the library) on James 3:1-4:10. Make notes as you read, and come to class ready to share some of the points that the commentary made about James 3:1-4:10 as well as your own thoughts and responses to this portion of James.	<p>Exegesis Presentation on Jas 3:1-4:10 - Leader:</p> <p>James and Speech; James and Wisdom; James and Friendship; James in the Medieval Church; James and the Reformation & Radical Reformation</p>	<p>Timothy George, "'A Right Strawy Epistle': Reformation Perspectives on James," <i>Review and Expositor</i> 83 (1986): 369-82.</p> <p>Alicia J. Batten, "Early Anabaptist Interpretation of the Letter of James," <i>Annali di Storia dell'Esegesi</i> 34 (2017): 537-51.</p> <p>Topic and 10 source annotated bibliography due to the Drop Box by Friday, March 7th.</p>

<p>March 11</p>	<p>Reread James 4:11-5:6. If you are not presenting today, make sure that you have read a portion of a James commentary (on reserve in the library) on James 4:11-5:6. Make notes as you read, and come to class ready to share some of the points that the commentary made about James 4:11-5:6 as well as your own thoughts and responses to this portion of James.</p>	<p>Exegesis Presentation on James 4:11-5:6 - Leader:</p> <p>Portrayal of the Rich in James</p> <p>James in the 19th & 20th centuries</p>	<p>Dale Allison Jr., "James Through the Centuries," <i>American Theological Inquiry</i> 7 (2014): 11-23.</p>
<p>March 18</p>	<p>Reread James 5:7-10. If you are not presenting today, make sure that you have read a portion of a James commentary (on reserve in the library) on James 5:7-10. Makes notes as you read, and come to class ready to share some of the points that the commentary made about James 5:7-20 as well as your own thoughts and response to this portion of James.</p>	<p>Exegesis Presentation on Jas 5:7-20 - Leader:</p> <p>James and Endurance; James and Healing</p>	

<p>March 25</p>	<p>Research paper reports - Come to class ready to share you thesis, main sources of evidence and preliminary conclusions for your research paper. Please prepare a brief power point presentation focusing on these things. The presentation should last 20 minutes (please time yourself to make sure that you only take 20 minutes, then a few minutes for questions).</p>	<p>Students share their research; discussion of the ongoing value of the Letter of James</p>	<p>Power point slides from presentation are due to the Drop Box today before class.</p>
<p>April 1</p>	<p>Make sure that you have completed Margaret Aymer's book, <i>James. Diaspora Rhetoric of a Friend of God.</i> Bring a draft outline of points you want to make in your book review of this text. Also, bring a copy of the "response to James paper" that you completed near the beginning of the class.</p>	<p>Discussion of Aymer's book. Review and summary of the course. Come to class having reread your initial response paper. Have any questions been answered? Do you think any differently about the Letter of James or about anything else?</p>	<p>Book review of Aymer's book due April 8th.</p> <p>Final research paper due April 16th.</p>

Texts / Materials

Title / Name	Notes / Comments	Required	Price (CAD)
Kloppenborg, John S. James. <i>New Testament Guides</i> . London: Bloomsbury T & T Clark, 2022.	Available to order (print on demand) and one copy on 1 day reserve in Grebel library.	Yes	Print on demand is \$36.50 Cdn. E-text for 180 days is \$21.36.
Aymer, Margaret. James. <i>Diaspora Rhetoric of a Friend of God</i> . London: Bloomsbury T & T Clark, 2017.	Available to order (print on demand) and one copy on 1 day reserve in Grebel library.	Yes	Print on demand is \$39.50 Cdn. E-text for 180 days is \$23.11
A Bible	You can bring a translation (no paraphrases please). An annotated Bible is a good investment.	Yes	Various prices. A new pbk SBL Study Bible is \$50.00 Cdn.
Articles and chapters on LEARN	These readings are linked or uploaded to the LEARN page for the course.	Yes	No cost.
Books and commentaries on reserve/Grebel library	You will need to consult a commentary for your in-class exegesis presentation as well as during other classes when we focus on exegesis. The course reserves list is also linked on the LEARN page.	Yes	No cost.

Other Resources

Style Guide

Please use Chicago Style for written assignments. The "[Chicago Quick Guide](https://www.chicagomanualofstyle.org/tools_citationguide.html) (https://www.chicagomanualofstyle.org/tools_citationguide.html)" is linked on the LEARN page (you can use either Author-Date or Bibliography-Notes). For grammar, I suggest *The Elements of Style*, by William Strunk (first published in 1918 but many editions since).

Course Reserves (the course reserve list is also linked on the LEARN page)

I have put the following commentaries on **3 day reserve** at the Grebel library. The commentaries are essential for the class sessions in which we are focused on a particular portion of James. You should try to read a different commentary portion for each class.

Commentaries

Allison, Dale C., Jr. *A Critical and Exegetical Commentary on the Epistle of James*, 2013.

Adewuya, J. Ayodeji. *An African Commentary on the Letter of James*, 2023.

Bauckham, Richard J. *James: Wisdom of James, Disciple of Jesus the Sage*, 1999 (also on e-reserve).

Dibelius, Martin. *James. A Commentary on the Epistle of James*, German edition, 1921; English, 1975 - also available online at archive.org:

<https://archive.org/details/jamescommentaryo0000dibe/page/n7/mode/2up>

Gowler, David B. *James Through the Centuries*, 2014 (also on e-reserve).

Hartin, Patrick J. *James*, 2003.

Johnson, Luke Timothy. *The Letter of James*, 1995.

Keenan, John P. *The Letter of James: Parallels with Mahāyāna Buddhism*, 2005.

Laws, Sophie. *The Epistle of James*, 1980.

McCartney, Dan. *James*, 2009.

McKnight, Scot. *The Letter of James*, 2011.

Wall, Robert W. *Community of the Wise. The Letter of James*, 1997.

Online Academic Resources

Course materials, optional readings, and marks are posted on the LEARN page for the course. Please submit assignments to the appropriate drop box. I will post announcements on this

page, and additional optional readings.

As usual, here are some other scholarly online resources:

[Bible Odyssey](https://www.bibleodyssey.org/) (<https://www.bibleodyssey.org/>).

[Early Christian Writings](https://www.earlychristianwritings.com/) (<https://www.earlychristianwritings.com/>).

The library database, ATLA, is accessible through the UWaterloo library page, and is a great way to find articles and chapters for your research paper.

Student Assessment

Component	Value
Initial response to reading the Letter of James (1000-1500 words)	5% - Submit to Drop Box before January 14th.
In-class exegesis of a portion of James + hand-out.	20% - Once during our class sessions. Submit the hand-out to the Drop Box on the day that you present (by 10 am before class so that I can make copies).
Topic and Annotated Bibliography (10 sources minimum)	10% - Submit to Drop Box by Friday, March 7th.
20 minute power point presentation on research paper	10% - Presentations on March 25th. Please submit the slides to the Drop Box by March 25th, prior to class.
Book review of Aymer's James. Diaspora Rhetoric of a Friend of God (750-1000 words)	20% - Submit to Drop Box by April 8th.
Research Paper (2500-3000 words)	35% - Submit to Dropbox by April 16th.

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).

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>) / 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) (<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).

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

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

Assignment Screening

No assignment screening will be used in this course.

Administrative Policy

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 with no 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.

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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