

TS 718/BTS 5080G - THE GOSPEL OF MARK

TS 718

Published

CLASS SCHEDULE

Section	Location	Time	Instructor(s)
TS 718 001 [SEM]	ONLN - Online	Wednesdays 7 p.m. - 8:20 p.m.	Alicia Batten abatten@uwaterloo.ca
This table is generated automatically			

INSTRUCTOR / TA INFORMATION

Instructor: Dr. Alicia Batten

Classroom: CGR 2201

Office: CGR 2124

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

Phone: 519 885-0220 x24246

Office Hours: Mondays, 1-2 pm and by appointment

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as the Neutral), Anishnaabe 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 traditional acknowledgements, please see the Canadian Association of University Teachers 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.

The Gospel of Mark is the shortest of the four New Testament Gospels, but also, some would argue, the most mysterious. Who is this figure who arrives on the scene, who heals people, exorcises demons, and teaches with authority? Yet often, this figure tries to keep his identity a secret. Why do his closest associates, including his disciples and family, not understand him? How do we make sense of the seemingly abrupt ending of the Gospel, given that most interpreters think that it ends at Mark 16:8?

The course provides the opportunity to focus on the Gospel of Mark and to practice a close reading (or "exegesis") of the text. We will examine Mark within its ancient historical, social, and literary contexts. We will engage with multiple methodological approaches such that we can appreciate how different methods illuminate various dimensions of the Gospel of Mark. As we explore Mark historically, we will think about how it can be meaningful today.

This course will consist of pre-recorded lectures (most weeks) that students should watch prior to meeting online in a Zoom call each Wednesday evening. Please come to our Zoom sessions having watched the lectures (loaded each week on the Desire 2 Learn page) and completed the assigned readings. Bring your questions and comments as our synchronous sessions will consist mostly of discussion. Here is the [Zoom link](https://uwaterloo.zoom.us/j/4808798674?pwd=M1prVlB5ampETU15b3RXMFM5LzJTUT09) (https://uwaterloo.zoom.us/j/4808798674?pwd=M1prVlB5ampETU15b3RXMFM5LzJTUT09)

LEARNING OUTCOMES

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

Analyse the Gospel of Mark in its ancient context (MTS learning objective 3).

<https://uwaterloo.ca/theological-studies/theological-studies-program-handbook>

Distinguish different methods used by scholarship for examining the Gospel of Mark, including "those who read from the margins" (MTS learning objectives 2,3,5).

<https://uwaterloo.ca/theological-studies/theological-studies-program-handbook>

Think about how the study of Mark could apply to ministry settings (MTS learning objectives 3,4,6). <https://uwaterloo.ca/theological-studies/theological-studies-program-handbook>

Wrestle with some of the ethical and theological questions that the academic study of Mark can raise (MTS learning objectives 4, 8). <https://uwaterloo.ca/theological-studies/theological-studies-program-handbook>

Refine reading, writing, research, oral communication and critical thinking skills (MTS learning objectives 1,7). <https://uwaterloo.ca/theological-studies/theological-studies-program-handbook>

TENTATIVE COURSE SCHEDULE

Date	Class Topics	Read, Review before Class	Assignment Due
Sept 6	Introductions. Overview of the course.	Reading: No reading required.	Nothing due, but please review syllabus and LEARN page.

Sept 13	Text criticism; translation issues; canonization (this will be reviewed for some and new for others); what is a gospel?	<p>Learn Page - Week 2, with embedded videos</p> <p>Reading: Read through the Gospel of Mark (all at once if you can; note that most interpreters think that it originally ended at Mark 16:8); Read Alicia Batten, "The Gospel in Ancient Mediterranean Context"</p>	<p>Come to class with questions and comments about the course content on LEARN and the reading.</p> <p>Be prepared to share your initial responses to reading through the Gospel of Mark (in one sitting if you can). Most scholars think that it ends in Mark 16:8. Your first assignment is a 1000-1500 word paper that consists of your response (see separate guidelines on the LEARN page) to reading through Mark. If you can, bring a draft to class on September 13th or at least some initial ideas.</p> <p>Assignment Due after Class: The response paper to the Gospel of Mark is due to the Drop Box on Friday, September 15th.</p>
Sept 20	Overview of the Gospel of Mark; Reading Mark as Narrative; The Current State of Markan Studies	<p>Learn Page - Week 3, with embedded video</p> <p>Reading: Read David Rhoads, "The Ethics of Reading Mark as Narrative"; Read Jin Young Choi, "The Gospel of Mark"</p>	<p>Please bring any other questions or comments about the course content and readings for this week. Also, we will spend more time in class discussing your response to reading through the Gospel of Mark.</p>

Sept 27	Aspects of the Composition and Rhetoric of Mark	<p>Learn Page - Week 4, with embedded video</p> <p>Reading: Read <u>both</u> Whitney Shiner, "Memory, Technology, and the Composition of Mark" and Stephen P. Ahearne-Kroll, "Audience Inclusion and Exclusion as Rhetorical Technique in the Gospel of Mark"</p>	<p>Due Before Class (to Drop Box): Submit "summary/questions/response" paper on either the Shiner or the Ahearne-Kroll chapter/article before class on Sept 27th.</p> <p>Come to class with questions/comments about any of the course content/reading.</p>
Oct 4	Mark 1-3	<p>Learn Page - Review Week 5, with embedded video</p> <p>Reading: Reread Mark 1-3; Read both Mark McVann, "Reading Mark Ritually: Honor-Shame and the Ritual of Baptism" and Stephen P. Ahearne-Kroll, "'Who Are My Mother and My Brothers?' Family Relations and Family Language in the Gospel of Mark (note that there is some Greek in this article: p. 2 (ἀγάπη = love; προαίρεσις = moral purpose); p. 3 (τόποι/τόπος = topics/topic); p. 13 (ἔλεγον = they said); p. 16 (there is a typo: Ahearne refers to Mark 10:17b, but it is Mark 10:18b, and the phrase he cites in Greek is "no one is good but God alone?) - there are other citations in Greek, but they are usually in brackets, appearing after a reference in English.</p>	<p>Due Before Class (to Drop Box): Submit "summary/questions/response" paper on the McVann article or the Ahearne-Kroll article before class on Oct 4th.</p> <p>Come to class with questions/comments about any of the course content/reading.</p>
Oct 11	No class. Reading week.	No reading.	Nothing due.

Oct 18	Mark 4-5	<p>Learn Page - Review Week 6, with embedded video</p> <p>Reading: Reread Mark 4-5; Read Hans Leander, "Imperial Satire: 5:1-20"</p>	<p>Due Before Class (to Drop Box): Submit "summary/questions/response" paper on the Leander chapter before class on October 18th.</p> <p>Come to class with questions/comments about any of the course content/reading.</p>
Oct 25	Mark 6-8:21	<p>Learn Page - Review Week 7, with embedded video</p> <p>Reading: Reread Mark 6-8:21; Read both Jennifer Glancy, "Jesus and the Syrophenician Woman, and Other First Century Bodies" and Kelly Iverson, "Incongruity, Humor, and Mark: Performance and the Use of Laughter in the Second Gospel (Mark 8:14-21)"</p>	<p>Due Before Class (to Drop Box): Submit "summary/questions/response" paper on either the Glancy or the Iverson article before class on Oct 25th.</p> <p>Come to class with questions/comments about any of the course content/reading.</p>

Nov 1	Mark 8:22-10	<p>Learn Page - Review Week 8, with embedded video</p> <p>Reading: Reread Mark 8:22-10; Read Eric Eve, "Spit in Your Eye: The Blind Man of Bethsaida and the Blind Man of Alexandria"</p>	<p>Due Before Class (to Drop Box): Submit "summary/questions/response" paper on the article by Eve before class on Nov 1st.</p> <p>Come to class with questions/comments about any of the course content/reading.</p> <p>Annotated Bibliography for Proposed Research Paper Due by Friday, November 3rd.</p>
Nov 8	Mark 11-12	<p>Learn Page - Review Week 9, with embedded video</p> <p>Reading: Reread Mark 11-12; Read Katherine A. Shaner, "The Danger of Singular Saviors: Vulnerability, Political Power, and Jesus's Disturbance in the Temple (Mark 11:15-10" and Christopher Zeichmann, "The Date of Mark's Gospel apart from the Temple and Rumors of War: The Taxation Episode (12:13-17) as Evidence"</p>	<p>Due Before Class (to Drop Box): Submit "summary/questions/response" paper on either the article by Shaner or by Zeichmann before class on Nov 8th.</p> <p>Come to class with questions/comments about any of the course content/reading.</p>

Nov 15	Mark 13-14	<p>Learn Page - Review Week 10, with embedded video</p> <p>Reading: Reread Mark 13-14; Read Elizabeth Struthers Malbon, "Narrative Christology and the Son of Man: What the Markan Jesus Says Instead"</p>	<p>Due Before Class (to Drop Box): Submit "summary/questions/response" paper on the Struthers Malbon article before class on Nov 15th.</p> <p>Come to class with questions/comments about any of the course content/reading. Also, please be prepared to share your research paper topic. What is the question that you are attempting to answer in your paper?</p>
Nov 22	Mark 15-16	<p>Learn Page - Review Week 11, with embedded video</p> <p>Reading: Reread Mark 15-16; Read Angela Parker, "Sandra Bland at the Cross: A Womanist reading of Mark 15:40-47" and Helen Bond, "A Fitting End? Self-Denial and a Slave's Death in Mark's <i>Life of Jesus</i>"</p>	<p>Due Before Class (to Drop Box): Submit "summary/questions/response" paper on either the Bond article or the Parker article before class on Nov 22nd.</p> <p>Come to class with questions/comments about any of the course content/reading.</p>

Nov 29	Final Class.	<p>Learn Page - Review Week 12, with embedded video</p> <p>Reading: You will need to have completed reading Smith's book, and have prepared completed draft of your review.</p>	<p>Come to class with a draft of your book review ready to discuss, as well as any other questions/comments you may have about the Gospel of Mark as a whole.</p> <p>Your book review (of Smith's book) is due to the Drop Box on December 6th, and the final version of your research paper is due to the Drop Box on December 14th.</p>
-----------	-----------------	---	---

TEXTS / MATERIALS

Title / Name	Notes / Comments	Required
An English translation of the Bible.	Any translation (but no paraphrase). I do recommend a Study Bible such as the Harper Collins Study Bible or the New Oxford Annotated Bible, as they contain interesting essays, maps and footnotes. They use the NRSV translation.	Yes
Various articles and chapters posted on LEARN	Available on the LEARN page.	Yes

Title / Name	Notes / Comments	Required
Smith, Abraham. Mark. An Introduction and Study Guide. London: Bloomsbury, 2017.	You may order this through the UWaterloo bookstore. One copy is on one day reserve in the Milton Library. It is optional.	Yes

In addition to the libraries, there are various resources online and through the library catalogue that are useful for doing research on the Gospel of Mark. In particular, the ATLA database (available through the University of Waterloo library website) enables you to search for items according author, title, subject and also scripture citation (SC). The [Bible Odyssey](https://bibleodyssey.org/) (<https://bibleodyssey.org/>) website, produced by the Society of Biblical Literature, can also be helpful. Please let the instructor know if you are struggling to find resources for your research paper.

STUDENT ASSESSMENT

Component	Value
Attendance and participation in class are expected unless you are ill or have an emergency. Please let the instructor know if you have to miss class. Missing more than 3 classes could cause your final mark for the course to drop by 20%.	
Response to the Gospel of Mark Paper - See separate instructions.	10% - due Friday, September 15th, to the LEARN Drop Box.
Summary/questions/response papers (8 in total) - See separate instructions.	32% (4% each) - due to the appropriate LEARN Drop Box throughout the semester.
Annotated Bibliography for Research Paper - See separate instructions.	10% - due Friday, November 3rd, to the LEARN Drop Box.
Book review of Abraham Smith's book on the Gospel of Mark - See separate instructions.	15% - due Wednesday, December 6th, to the LEARN Drop Box.
Final Research Paper - See separate instructions.	33% - due Thursday, December 14th to the LEARN Drop Box.

This course uses a LEARN page. Please submit all written assignments to the appropriate Drop Box.

Course Announcements: I will use the "Announcements" area of the LEARN page for any updates about the course. If I need to contact the whole class, I will do so through LEARN (please make sure that you are checking your uwaterloo.ca email regularly).

Discussion Board: I have set up an "Ask the Instructor" area under "Discussions." If you have a question about the class that you think others might also be wondering, please post it there and I can respond.

I have also set up a General Discussion Board for the class that you can use if you want to discuss things between our Zoom sessions each week. Please note that everyone can see these posts. Any demeaning or inappropriate posts will be deleted. Posting is purely optional and will not be marked.

ASSIGNMENT SCREENING

No assignment screening will be used in this course.

NOTICE OF RECORDING

Remote Teaching and Learning: STUDENT NOTICE OF RECORDING

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. You will receive notification of recording via at least one of the following mechanisms: within the Learning Management System (LEARN), a message from your course instructor, course syllabus/website, or other means. Some technologies may also provide a recording indicator. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to the class members (TS 718) for the purpose of reviewing materials. Recordings will be managed according to the University records classification scheme, [WatClass](https://uwaterloo.ca/records-management/records-classification-and-retention-schedules) (<https://uwaterloo.ca/records-management/records-classification-and-retention-schedules>), and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with the [Freedom of Information and Protection of Privacy Act](https://www.ontario.ca/laws/statute/90f31) (<https://www.ontario.ca/laws/statute/90f31>), as well as [University policies and guidelines](https://uwaterloo.ca/privacy/) (<https://uwaterloo.ca/privacy/>) and may be subject to disclosure where required by law.

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. (In the case of a live stream event, if you choose not to have your image or audio recorded, you may [disable the audio and video functionality](https://uwaterloo.ca/student-it-services/) (<https://uwaterloo.ca/student-it-services/>) . Instructions to participate using a pseudonym instead of your real name are included where the feature exists; however, you must disclose the pseudonym to your instructor in advance in order to facilitate class participation.) If you choose not to be recorded, this notice serves as confirmation of your understanding that you will write a 2 page summary of each class recording and submit it to the professor.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, should not be shared with others without the permission of the instructor or event coordinator. Review the University's [guidelines for faculty, staff and students entering relationships with external organizations offering access to course materials](https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external) (<https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external>) for more information on your obligations with respect to keeping copies of course materials. For more information about accessibility, connect with [AccessAbility Services](https://uwaterloo.ca/accessability-services/) (<https://uwaterloo.ca/accessability-services/>)

ADMINISTRATIVE POLICY

LATE ASSIGNMENT POLICIES

There is a late penalty of a 2% reduction per day late on assignments.

If, for a legitimate reason such as illness or an emergency, you cannot submit your assignment on time, please let me know.

Here is a [link](https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) (<https://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations>) to the Accommodations policy page at the University of Waterloo.

Please note that ***no assignments will be accepted after December 20th 2023.***

GENERATIVE ARTIFICIAL INTELLIGENCE

This course includes the independent development and practice of specific skills, such as close reading and analysis, clear writing, research. 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>) (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), 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-o/services-undergraduate-students) (<https://uwaterloo.ca/writing-and-communication-centre/services-o/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

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) (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)

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.

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.