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**St. Jerome’s University in the University of Waterloo**

***Department of Sexuality, Marriage, and Family Studies***

**Winter 2025**

**SMF 204: Introduction to human sexuality**

**PSYCH 236: A Psychological Analysis of Human Sexuality**

Time: Tuesdays and Thursdays, 4:00 to 5:20 PM

Location: SJ2 1002

# 1. INSTRUCTOR INFORMATION

**Name:** Carl Rodrigue (he/him)

**Office:** SJU Sweeney Hall 2219

**Phone:** 519-884-8111 x28226

**Email:** carl.rodrigue@uwaterloo.ca

**Office hours:** Mondays and Wednesdays from 8:00 AM to 3:30 PM

# 2. COURSE DESCRIPTION

**SMF 204**

This course provides a broad interdisciplinary overview of theories and research on human sexuality. Topics may include: Human anatomy, sexual health, sexual response cycle, sexual orientation, gender, sex work, sexual practices, fetishes and paraphilias, and attraction/intimacy/love.

**PSYCH 236**

This course will examine psychological and social psychological theories and empirical investigations of human sexuality.

Sexuality is a sensitive subject. When enrolling in this course, you should know that while some sexuality-related topics may be pleasurable to address, others might illicit mild to strong reactions (e.g., discomfort, anger) and may be controversial. I ask you to be respectful of other students who participate in discussions during class or teamwork, especially if they disclose personal information. I am counting on your ability to engage in constructive dialogue with myself and others, which involves taking the time to listen to others and giving yourself the chance to change your mind. I will do my best to cultivate a respectful classroom environment conducive to learning.

This course covers part of the content required for the Certified Family Life Educator (CFLE) designation. For more information, please check out the following link: <https://www.sju.ca/cfle>

# 3. COURSE OBJECTIVES

This course is a very broad introduction to the interdisciplinary scientific study of human sexuality. Material in this course is drawn from disciplines such as biology, psychology, anthropology, and sociology. However, this course approaches sexuality from a social science perspective, which means that we will concentrate on psychological, cultural, and social aspects of human sexuality. In addition to examining human sexuality from a theoretical and empirical point of view, we will discuss implications for intervention.

Upon completion of this course, you should be able to:

1. Recognize the extent to which human sexuality is a complex and multidimensional domain of life.
2. Understand the basic sociocultural (e.g., normative, political), relational (e.g., interactional, negotiatory), psychological (e.g., cognitive, emotional), and biological (e.g., anatomical, physiological) underpinnings of human sexuality.
3. Critically reflect upon the meaning of human sexuality for yourself and for others.
4. Critically reflect upon commonly held beliefs and discourses on human sexuality.

# 4. REQUIRED TEXTS

Cost of readings: $0.00 (**free**)

This course will only be using readings that are free to you via the University of Waterloo Library. **These readings are freely available on Course reserves.** You can find a link to Course reserves on the library homepage or on LEARN.

LEARN: The LEARN D2L platform is a critical resource to this course. You are encouraged to become highly familiar with how to access content and assignments. LEARN also serves as the central communication centre for our course. You will see that I post reminders, updates and other little items that catch my attention that I want to share with you. Please access a few times a week to stay current.

# 5. COURSE SCHEDULE

|  |  |
| --- | --- |
| **Weeks & dates** | **Activities & tasks** |
| **MODULE #1**  **Historical, social, and cultural variations of sexuality** | |
| **Week 1** |  |
| Tuesday Jan. 7th | **Class activity** |
|  | * **Lecture:** Introduction to the course |
|  | **Task to complete for the class** |
|  | * **Fill out:** Welcome survey on LEARN |
| Thursday Jan. 9th | **Class activity** |
|  | * **Lecture:** A brief modern history of sexual thought |
|  | **Task to complete for the class** |
|  | * **Read:** Jackson, S., & Scott, S. (1997). Gut reactions to matters of the heart: Reflections on rationality, irrationality and sexuality. *The Sociological Review, 45*(4), 551-575. |
| **Week 2** |  |
| Tuesday Jan. 14th | **Class activity** |
|  | * **Lecture:** Modernization processes and sexuality |
| Thursday Jan. 16th | **Class activity** |
|  | * **Lecture:** Gender and sexual diversity |
|  | **Task to complete for the class** |
|  | * **Read:** van Anders, S. M. (2015). Beyond sexual orientation: Integrating gender/sex and diverse sexualities via sexual configurations theory. *Archives of Sexual Behavior, 44*(5), 1177-1213. |
| **Week 3** |  |
| Tuesday Jan. 21st | **Class activity** |
|  | * **Group coaching:** Individual paper – Critical self-reflection |
| Thursday Jan. 23rd | **Class activity** |
|  | * **Lecture:** The diversity of relationships involving sexuality and love |
|  | **Task to complete for the class** |
|  | * **Read:** Hammack, P. L., Frost, D. M., & Hughes, S. D. (2019). Queer intimacies: A new paradigm for the study of relationship diversity. *The Journal of Sex Research, 56*(4-5), 556-592. |
| **Week 4** |  |
| Tuesday Jan. 28th | **Class activity** |
|  | * **Test:** Module #1 |
| **MODULE #2**  **Biopsychosocial foundations of sexual development and functioning** | |
| **Week 4 (cont.)** |  |
| Thursday Jan. 30th | **Class activity** |
|  | * **Lecture:** Sexual anatomy and practices |
| **Week 5** |  |
| Tuesday Feb. 4th | **Class activity** |
|  | * **Lecture:** Prenatal sexual differentiation |
|  | **Task to complete for the class** |
|  | * **Read:** Fausto-Sterling, A. (2016). On the critiques of the concept of sex: An interview with Anne Fausto-Sterling. *differences, 27*(1), 189-205. |
| Thursday Feb. 6th | **Class activity** |
|  | * **Lecture:** Sexual development throughout the life course |
|  | **Task to complete for the class** |
|  | * **Read:** Moshman, D. (2014). Sexuality development in adolescence and beyond: Commentary on Arbeit. *Human Development, 57*(5), 287-291. * **Submit:** Individual paper – Critical self-reflection |
| **Week 6** |  |
| Tuesday Feb. 11th | **Class activity** |
|  | * **Lecture:** Models of sexual response |
|  | **Tasks to complete for the class** |
|  | * **Read:** Basson, R. (2001). Human sex-response cycles. *Journal of Sex & Marital Therapy, 27*(1), 33-43. |
| Thursday Feb. 13th | **Class activity** |
|  | * **Group coaching:** Group paper – Popular article critique |
|  | **Task to complete for the class** |
|  | * **Show:** Group paper – Deliverable #1 |
| Feb. 15th – 23rd | **READING WEEK** |
| **Week 7** |  |
| Tuesday Feb. 25th | **Class activity** |
|  | * **Lecture:** Sexual functioning |
|  | **Task to complete for the class** |
|  | * **Read:** Kleinplatz, P. J., Charest, M., Rosen, L. A., & Ménard, A. D. (2022). Optimal couple sexuality: A review of the (Limited) literature. *Current Sexual Health Reports, 14*(2), 63-69. |
| Thursday Feb. 27th | **Class activity** |
|  | * **Test:** Module #2 |
| **MODULE #3**  **Interpersonal relationships involving sexuality** | |
| **Week 8** |  |
| Tuesday Mar. 4th | **Class activity** |
|  | * **Lecture:** The “inner workings” of relationships |
|  | **Task to complete for the class** |
|  | * **Read:** Ogolsky, B. G., Monk, J. K., Rice, T. M., Theisen, J. C., & Maniotes, C. R. (2017). Relationship maintenance: A review of research on romantic relationships. *Journal of Family Theory & Review, 9*(3), 275-306. |
| Thursday Mar. 6th | **Class activity** |
|  | * **Lecture:** Dimensions and processes of relationship functioning |
| **Week 9** |  |
| Tuesday Mar. 11th | **Class activity** |
|  | * **Lecture:** The “meaning structures” of relationships |
|  | **Task to complete for the class** |
|  | * **Read:** Piazzesi, C. (2022). Towards a sociological understanding of love: Insights from research. *Philosophy Kitchen-Rivista di filosofia contemporanea, 16*, 87-102. |
| ⁓Thursday Mar. 13th | **No class: In-person or virtual group meeting (appointment required)** |
|  | * **Group coaching:** Group paper – Popular article critique |
|  | **Task to complete for the meeting** |
|  | * **Show:** Group paper – Deliverable #2 |
| **Week 10** |  |
| Tuesday Mar. 18th | **Class activity** |
|  | * **Lecture:** Love and sexuality as relationship domains |
| **MODULE #4**  **Sexual problems** | |
| **Week 10 (cont.)** | **Readings** |
| Thursday Mar. 20th | **Class activity** |
|  | * **Lecture:** Paraphilias and sexual dysfunctions |
|  | **Task to complete for the class** |
|  | * **Read:** Joyal, C. C., Cossette, A., & Lapierre, V. (2015). What exactly is an unusual sexual fantasy?. *The Journal of Sexual Medicine, 12*(2), 328-340. |
| **Week 11** |  |
| Tuesday Mar. 25th | **Class activity** |
|  | * **Lecture:** Sexual consent and violence |
|  | **Task to complete for the class (one or the other)** |
|  | * **Read:** Muehlenhard, C. L., Humphreys, T. P., Jozkowski, K. N., & Peterson, Z. D. (2016). The complexities of sexual consent among college students: A conceptual and empirical review. *The Journal of Sex Research, 53*(4-5), 457-487.   **OR**   * **Listen:** Angel, K., & Lehmiller, J. (2023, January 20th). Episode 160: Tomorrow, sex will be good again [Audio podcast episode]. *Sex & Psychology Podcast*. <https://www.sexandpsychology.com/blog/podcast/episode-160-tomorrow-sex-will-be-good-again/> |
| ⁓Thursday Mar. 27th | **No class: In-person or virtual group meeting (appointment required)** |
|  | * **Group coaching:** Group paper – Popular article critique |
|  | **Task to complete for the meeting** |
|  | * **Show:** Group paper – Deliverable #3 |
| **Week 12** |  |
| Tuesday Apr. 1st | **Class activity** |
|  | * **Lecture:** A biological and epidemiological perspective on sexually transmitted infections |
|  | **Task to complete for the class** |
|  | * **Read:** Klein, V., Brunner, F., Grabowski, M., & Turner, D. (2021). Stigma surrounding sexually transmitted infections among medical students in Germany. *The Journal of Sex Research, 58*(1), 129-136. |
| Thursday Apr. 3rd | **Class activity** |
|  | * **Lecture:** A psychosocial perspective on sexually transmitted infections |
|  | **Task to complete for the class** |
|  | * **Submit:** Group paper – Popular article critique + Group checklist |
| **Final examination period** |  |
| Date, time, and location: To be determined | * **Final test:** Modules #3 and #4 |

# 6. COURSE REQUIREMENTS AND ASSESSMENT

## 6.1 Assessment schedule (in chronological order)

|  |  |  |
| --- | --- | --- |
| **Assessments** | **Dates** | **Weighting** |
| Class activities | Throughout the term | 5% |
| Test: Module #1 | Jan. 28th | 10% |
| Individual paper: Critical self-reflection | Feb. 6th | 15% |
| Test: Module #2 | Feb. 27th | 15% |
| Group paper: Popular article critique | Various | 30% |
| Group coaching : Deliverable #1 | Feb. 13th | 1% |
| Group coaching : Deliverable #2 | ⁓Mar. 13th | 2% |
| Group coaching : Deliverable #3 | ⁓Mar. 27th | 2% |
| Final paper | Apr. 3rd | 25% |
| Final test: Modules #3 and #4 | \*To be determined | 25% |

## 6.2 Assessment description

### Class activities

In total, there will be 16 in-person lectures during the term. In 12 of them, I will ask you to participate in a short class activity meant to foster in-class engagement, personal reflections, and group discussions about the topic that is being covered. These class activities may take place at the beginning, the middle, or the end of a lecture. They will take various forms, including trivia-like multiple-choice questions, short-answer questions, and word clouds. Answers from each participant will appear on the screen in an aggregate and anonymized form.

We will be using the Vevox for these class activities. There is no need to download an app. There will be two ways to access class activities:

* By scanning the QR code that will appear on the screen
* By clicking on a link I will provide on LEARN for a given lecture (see Content)

You will need to sign in with your UW credentials.

You can get a total of 5 marks for taking part in class activities.

* You will receive 0.5 mark for each class activity you take part in. You will get a total of 12 opportunities throughout the term. If you take part in 10 class activities, you will get the full 5 marks.
* Honest attempts at answering questions will get you marks. Providing right or wrong answers to multiple-choice questions will not matter.

### Tests

Instead of one mid-term test and one final test, I decided to split the mid-term into two shorter tests. The first test will focus on Module #1, the second test will focus on Module #2, and the final test will focus on Modules #3 and #4. This way, you will have the chance to get accustomed to the format of the tests and learn from your mistakes without them having too much of an impact on your grades.

Each test is open-book, which means that you may have access to your notes and course materials. Each test will be held in class. Questions will be designed in various formats, including true or false, multiple choice, and multiple true or false questions.

### Papers

Papers must be formatted according to APA 7th edition guidelines:

* American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Information on these guidelines is freely available online:

* <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>

An example of a formatted paper will be made available on LEARN.

#### Individual paper – Critical self-reflection

Individually, you will write a three-page personal essay in which you will critically reflect on your views, personal and professional interests, and biases towards human sexuality. You will also reflect on how your positions on human sexuality may influence your professional practice (if relevant, or your interventions with people in your personal network). Instructions and the correction sheet for this paper are provided on LEARN.

#### Group paper – Popular article critique

In groups of three to four people, you will write a six- to-eight-page critique of a popular article (e.g., newspaper article, blog post) on a sexuality-related topic. The instruction and correction sheet for this paper are provided on LEARN.

The final paper is worth 25% of the final grade. However, during the three group coaching sessions, you will have to produce deliverables and show them to me in class or during our meetings. In total, deliverables are worth 5% of the final grade and will be explained in class:

* Deliverable #1: Finding at least three popular articles of interest (1%)
* Deliverable #2: Showing a content outline in bullet points (2%)
* Deliverable #3: Showing a draft version of the paper with targeted questions (2%)

Points for deliverables will be provided individually for each team member. The conditions to receive points are as follows:

* The requested task must be completed by the team.
* The team member must be present in class or during the meeting (or online, using a team member’s computer).
  + Only team members that are present will receive points.
  + If a team member is absent, in order to receive points, they must email me before the coaching session, provide a valid reason for their absence, provide a brief description of their contribution to the deliverable, and put every team member in cc on the email.

## 6.3 Bonus credits: SONA participation and research experience marks information and guidelines

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

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"Bonus" grade of up to 3%** in this course through research experience. Course work will make up 100% of the final mark and your SONA will add up to an additional 3% to this final grade.

The two options for earning research experience grades; participation in research through online remotely operated and In Lab studies, as well as article review; are described below. Students may complete any combination of these options to earn research experience grades. Credits will be permitted to be earned with half from online, and the other half (1.5) from In-lab or Remote Access studies.

**Option 1: Participation in Psychology Research**

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

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

* You will earn "credits" which will be converted to "marks" (1 credit = 1%)
* You can schedule your studies using the "Sona" website.

***Educational focus of participation in research***

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

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

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

***How to participate?***

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

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

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

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

More information about the REG program in general is available at:   
[Sona Information on the REG Participants website](https://uwaterloo.ca/research-experiences-group/welcome-research-experiences-group-and-sona/sona-information) or you can check the [Sona FAQ on the REG website homepage](https://uwaterloo.ca/research-experiences-group/sites/ca.research-experiences-group/files/uploads/files/sona_faq_for_fall_2019.pdf) for additional information.

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

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

* **Be submitted before the** [last day of lectures](http://www.quest.uwaterloo.ca/undergraduate/dates.html)**. Late submissions will NOT be accepted under ANY circumstances.**
* Be typed
* Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
* Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
* Clearly evaluate the application or treatment of those concepts in the article.
* Keep a copy of your review in the unlikely event we misplace the original.

# 7. RULES FOR GROUP WORK IN ASSIGNMENTS

Group work etiquette: No social loafing

* Social loafing is a social psychological phenomenon related to group influences on behaviour. In group work giving way to a group grade, it involves some individuals decreasing their efforts because their individual performance is not evaluated, thus leaving their teammates to do most of the work.
* As a way to prevent social loafing, I'm asking all team members to complete a [Group Assignment Checklist](https://uwaterloo.ca/academic-integrity/sites/ca.academic-integrity/files/uploads/files/assignment_checklist_for_group_submissions.pdf) and submit it with any group assignment. If you experience such problems with your teammates, I strongly suggest you email me so we can find equitable solutions.

# 8. COVID-19 MANAGEMENT AND CONTINGENCY PLANS

## 8.1 Student COVID-19 cases

* Students should be instructed not to come to class or other in-person activities if they are experiencing COVID-19 symptoms or are required to self-isolate.
* In the event of absence due to influenza-like illness or required self-isolation, students shall submit an Illness Self-declaration. Students can find the Illness Self-declaration form in the Personal Information section of Quest. A doctor’s note for accommodation is not required. Direct students to contact the COVID-19 Support and Advice line to report their illness.
* If students cannot attend classes due to self-isolation, accommodations will be arranged, such as the ability to attend classes online in a synchronous format.

## 8.2 Alternate arrangements due to COVID-19-related cancellations of in-person classes

* **Short-term and longer-term cancellation of in-person classes, whether for the particular course or University-wide:** Lectures will be held online in an asynchronous format and made available on LEARN. Coaching sessions will be held online in a synchronous format during usual class hours.
* **Cancellation of in-person tests:** Tests will be re-scheduled at a later date. They will be held during usual class hours. Any lecture that has been replaced by examinations will be held online in an asynchronous format and made available on LEARN.

# 9. ATTENDANCE POLICY

Class attendance and participation is very important to both maximize the quality of your learning experience and environment. However, if you decide to or must miss a class:

* I would like you to email me before doing so and provide a reason for missing the class, whatever the reason (i.e., no “ghosting”). It is not my place to judge the validity of your reasons. However, it is important for me to stay informed of your learning circumstances and help you manage them, if possible.
* You are responsible for obtaining notes and information from the missed lecture (e.g., from another student). Other than clarification or elaboration questions, I will not “re-teach” if you miss material.

Ideally, you should arrive a few minutes in advance to class. Arriving late disturbs everyone.

Students have the following three options for declaring an absence during the term:

* [**Short-term Absence**](https://uwaterloo.ca/registrar/current-students/undergraduate-student-short-term-absences) - an absence of 2 calendar days or less during the formal lecture period. The absence can be for any reason that prevents a student from meeting their academic obligations. No accompanying documentation is requested or required. Only one short-term absence can be self-declared per academic term. Undergraduate students only.
* [**Covid-19-related Absence**](https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-absence-undergraduate-students#public-health) - an absence of 10 days or less due to Covid-10 related illness (including vaccination side-effects) or a requirement to self-isolate. Participation in online course elements may be reasonable. Students can self-declare one Covid-19-related absence in an academic term.
* For absences that do not meet the short-term absence or Covid-19 criteria, for self-declared absences that exceed the maximum number permitted per term, or for (retroactive) reports of illness, students are required to submit the [**Verification of Illness Form**](https://uwaterloo.ca/campus-wellness/health-services/student-medical-clinic/verification-illness-services).
  + If the student’s absence is due to extenuating circumstances, they should use the VIF intake form via [**https://vif.uwaterloo.ca**](https://vif.uwaterloo.ca/). Students will be required to upload a PDF or high-quality photo of their documentation to the intake form.
* Beginning Fall 2024, students can submit a Religious Observance Self-Declaration Form in Quest. This form allows the student to register dates of potential conflicts with coursework. Students are expected to record their absence within two weeks of announcement of the due date or scheduled examination date for which academic accommodation is being sought. Submission through Quest will notify your instructors of your absence.

***Students are expected to notify their instructor(s) before or within 24 hours of the missed course element.***

# 10. POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

Any assignment submitted after the due date/time will be subject to a 5% penalty per day (including weekends), except under documented grounds for compassionate consideration.

Time starts to run as soon as the assignment misses said date and time. Assignments will not be accepted after 10 days past the original due date (unless you have made arrangements with me directly). Any assignment submitted after this cut-off will receive a grade of zero (0).

If you need a rescheduling of course assessments for legitimate medical, religious, or compassionate reasons, it is your responsibility to inform me prior to the deadline or exam session. You must provide acceptable documentation to support such reasons (e.g., official letter from a physician or a therapist). Those who were ill who contact me after the deadline or exam session will generally not be granted a rescheduling unless the illness incapacitated them, i.e. making it impossible for the student to contact me prior to the deadline or exam session.

Telephone calls from a health care provider are not acceptable to warrant a missed examination. Paper documentation is required. A non UW-Health Services note must contain the same information that is available on the UW Health Services Illness Verification form. See the following link for instructions: <https://uwaterloo.ca/campus-wellness/health-services/student-medical-clinic/verification-illness-services>

If you feel that you have a medical or personal problem that is interfering with your work or has the possibility to interfere with your work (e.g., chronic, recurring stress-induced migraines; anxiety; stress-induced allergies; medication that is impeding studying), you should contact me or your academic advisor (and/or Accessibility Services Office) as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered (from the University of Waterloo website: if a student completes an exam while ill, the grade stands). Making an instructor aware of pre-existing conditions prior to a request for accommodation based on that condition is a wise course of action.

# 11. CORRESPONDENCE

When emailing me, you should include “SMF 204” in the subject line along with indication regarding the email (e.g., “SMF 204 : Question on individual paper”). You should use your UWaterloo email address to do so, since other accounts (e.g., Outlook, gmail) sometimes delay routing of the messages or simply do not deliver messages. You should begin an email with an appropriate salutation (e.g., “Hi!”) and end it with an appropriate closing (e.g., “Thank you!”). You should end the email with your given and last names, and student number.

Also, please note:

* I will usually respond to your email within 48 hours, excluding weekends. If you have not heard from me within 48 hours, please resend your email. Beware of last-minute requests: I cannot guarantee that I will be able to respond in time. Starting your assignments in advance is a good way to prevent such an issue.
* Before asking me about the course schedule, course content, and assessments, you should go through the syllabus.
* Do not email me to ask when the grades will be posted. All you need to know is that I endeavour to complete the grading as quickly as possible.

# 12. ELECTRONIC DEVICE POLICY

In the spirit of creating a respectful classroom environment conducive to learning, I ask that you restrict your laptop and smartphone use to classroom activities such as notetaking, accessing LEARN, etc. to avoid distracting the people around you. Please turn your phones to off or silent. In a shared learning environment, messaging, tweeting, googling, watching videos, emailing, etc. are distracting to other students and to myself. Your respectful consideration of others is very much appreciated.

# 13. GRADING SYSTEM

|  |  |  |
| --- | --- | --- |
| **Assigned Letter Grades** | **Percentage Values** | **Average Calculation Values** |
| A+ | 90-100 | 95 |
| A | 85-89 | 89 |
| A- | 80-84 | 83 |
| B+ | 77-79 | 78 |
| B | 73-76 | 75 |
| B- | 70-72 | 72 |
| C+ | 67-69 | 68 |
| C | 63-66 | 65 |
| C- | 60-62 | 62 |
| D+ | 57-59 | 58 |
| D | 53-56 | 55 |
| D- | 50-52 | 52 |
| F+ | 42-49 | 46 |
| F | 35-41 | 38 |
| F- | 0-34 | 32 |

# 14. IMPORTANT DATES TO REMEMBER

| [**Title**](https://uwaterloo.ca/undergraduate-important-dates/important-dates/list?academic_term=147&academic_year=280&date=Today&sort_by=title&sort_order=DESC) | [**Date**](https://uwaterloo.ca/undergraduate-important-dates/important-dates/list?academic_term=147&academic_year=280&date=Today&sort_by=field_uw_imp_dates_date_value_1&sort_order=DESC) |
| --- | --- |
| [University holiday closure](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=408) | Jan 1, 2025 |
| [Co-operative work term begins](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=393) | Jan 6, 2025 |
| [Classes begin](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=394) | Jan 6, 2025 |
| [Reserves removed](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=431) | Jan 13, 2025 |
| [Add Period ends](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=423) | Jan 17, 2025 |
| [Not Fees Arranged (NFA) holds applied](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=443) | Jan 21, 2025 |
| [Last day to drop a class from the academic record](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=427) | Jan 24, 2025 |
| [Tuition and fee refund deadline - 100%](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=441) | Jan 24, 2025 |
| [Drop with WD begins](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=425) | Jan 25, 2025 |
| [Final examination schedules released](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=462) | Jan 31, 2025 |
| [Tuition and fee refund deadline - 50%](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=442) | Feb 14, 2025 |
| [Requests due for accommodations on religious or creed grounds](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=463) | Feb 14, 2025 |
| [Reading Week](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=400) | Feb 15, 2025 to Feb 23, 2025 |
| [Family Day](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=405) | Feb 17, 2025 |
| [Application to Graduate due](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=444) | Mar 1, 2025 |
| [Drop with WD ends](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=428) | Mar 21, 2025 |
| [Drop with WF begins](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=424) | Mar 22, 2025 |
| [Classes end](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=397) | Apr 4, 2025 |
| [Pre-examination study days](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=399) | Apr 7, 2025 to Apr 8, 2025 |
| [Drop with WF ends](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=426) | Apr 8, 2025 |
| [Final examinations begin](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=395) | Apr 9, 2025 |
| [In-person exam days for online courses](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=416) | Apr 11, 2025 to Apr 12, 2025 |
| [Final examination emergency days](https://uwaterloo.ca/undergraduate-important-dates/important-dates/entry?id=419) | Apr 13, 2025 |

See also: [**Registrar’s Office important dates calendar**](https://uwaterloo.ca/registrar/important-dates/calendar)

# 15. OTHER IMPORTANT INFORMATION

**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 <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 the St. Jerome’s University Policy on [Student Petitions and Grievances](https://www.sju.ca/policies-and-procedures/student-petitions-and-grievances). When in doubt, please be certain to contact the St. Jerome’s Advising Specialist, Student Affairs Office, 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 [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) 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 Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome’s University Policy on [Student Discipline](https://www.sju.ca/policies-and-procedures/student-discipline). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties, check the [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties).

**Appeals:** A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome’s University Policy on [Student Appeals](https://www.sju.ca/policies-and-procedures/student-appeals).

**Note for students with disabilities:** [AccessAbility Services](https://uwaterloo.ca/accessability-services/), located in Needles Hall (Room 1401) at the University of Waterloo, 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.

# 16. OTHER STATEMENTS

## A. MENTAL HEALTH SERVICES

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

On Campus:

* Counselling Services: [**counselling.services@uwaterloo.ca**](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655
* [**MATES**](https://feds.ca/feds-services/uw-mates): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
* Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7:

* [**Good2Talk**](http://www.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 x6880
* [**Here 24/7**](http://www.here247.ca/): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
* [**OK2BME**](http://www.ok2bme.ca/): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo.  Phone: 519-884-0000 x213

Full details can be found online on the Faculty of Arts [**website.**](https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it)

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

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

**Sexual Violence Prevention & Response Office - SVPRO**

Supporting students, staff and faculty at UWaterloo who have experienced, or have been impacted by, sexual violence.

[Home | Sexual Violence Prevention and Response Office (uwaterloo.ca)](https://uwaterloo.ca/sexual-violence-prevention-response-office)

Connect with them:  svpro@uwaterloo.ca

They are not a crisis service.

**Sexual Assault Support Centre of Waterloo Region**

Supporting survivors of gender-based violence.

<https://www.sascwr.org/>

24 Hour Support line 519.741.8633

## B. 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. St. Jerome’s University is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

## C. CHOSEN/PREFERRED NAME

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

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

Important notes:

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

## D. INTELLECTUAL PROPERTY

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or St. Jerome’s University. 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 St. Jerome’s University 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).

## E. USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

This course includes the independent development and practice of specific skills, such as the research essay. Therefore, use of generative artificial intelligence (GenAI) large language models, like ChatGPT, 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 (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, 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 your 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>

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

* Student Success Office for help with skills like notetaking and time management
* Writing and Communication Centre for assignments with writing or presentations
* AccessAbility Services for documented accommodations
* Library for research-based assignments

## F. ANTI-RACISM STATEMENT

The University of Waterloo does not tolerate racism or any other form of discrimination and expects campus community members to contribute to a culture where all members feel safe and valued. Any member of the campus community who has experienced racism or discrimination at the University is encouraged to review available processes for addressing their concerns under Policy 33 – Ethical Behaviour and to seek guidance from the Equity Office via email at [equity@uwaterloo.ca](https://uwaterloo.ca/presidents-anti-racism-taskforce/part-report/equity@uwaterloo.ca) or through their [website](https://uwaterloo.ca/equity-diversity-inclusion-anti-racism/).