ask you to explain what grade you think you deserve in the course and why.

GoogleDrive? Did you show up to class? Did you engage and participate with
grow? Did you write and enter your work into Perusall and the
did you all of the readings and think about them in ways that helped you to
to think about what you learned in the class. Did you meet new people? Did

go on your transcript. I have to do this. So I will give you a document that
everyone who wishes to participate.

want you to want to learn from your own desire, and not be threatened by
succeed. What I want is for you to be motivated from WITHIN, not by fear. I
be arranged).

(mid-semester update) will be submitted via a shared class GoogleDrive folder
won't offer you a grade. All project-based assignments (your proposal and the
learning process. The most important thing that you can get from this class is
Grades, I think, should be based on a student's reading, thinking, speaking,
and learning is such that students are measured or evaluated in a judgmental way. I
struggle with this because I know that learning is not the same for everyone,
the topics are related to your individual peace project. The idea is to read,
extra sentences, try to break it down into more paragraphs!

try to break it down into more paragraphs!

Office Hours:
@superniceletters via Instagram
Meeting ID: 898 0270 9373
1 253 215 8782 US (Tacoma)
WhatsApp: 289.404.1225
Course materials to read, think about, and discuss:

- In this class, we use Perusall to engage with readings in this course. Instructions to join Perusall are in Canvas.
- You’ll see that “readings” in this course include videos, websites, blogs, and articles. You will be a member of a group of 15-20 students with whom you will engage with the readings. This smaller group gives you the opportunity to have interactions and relationships with a smaller group of people rather than the large group of 65 in this class, which would be overwhelming.
- How much you engage with readings is up to you, but a guideline is to please make at least three comments on each reading via Perusall. At least one of those readings should be a question. Please respond to someone’s question as you make comments each week so that we can engage in robust discussion.
- Myself and the TA will choose a few of the most interesting/debatable/comprehensive/weird questions from each week to discuss in class as a larger group.
- Please make your entries in Perusall by TUESDAY AT noon.
- Please do this for each of the readings every week (there are usually 2-3 brief readings every week); please engage with all of them. You don’t need to write a formal essay or post each week – just the comments will suffice. Nevertheless, please use proper grammar/spelling/diction in each of your comments so as to demonstrate professionalism. But don’t hesitate to be funny or inject personal experience!

NVC project

We will introduce the NVC Project on the first day of class. In week 2, you’ll share your brewing idea(s) for your NVC project with your colleagues. A formal written project proposal is submitted the following week. Our TA and I will make comments, but you’ll also get value from your peers to help in defining your project. After your proposal, you’ll have about 7 weeks to complete your project. You’ll then present the “results” of your project during the last few weeks of class. Criteria for the written project proposal will be discussed in class and are outlined in Canvas. You’ll share the results of your project in the last few weeks of class, and a final submission of your choosing will be made at the end of term.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings/Perusall</th>
<th>During our Zoom sesh</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 14</td>
<td>No readings</td>
<td>Introduction to the course Syllabus Building community NVC Project</td>
<td>Discussion about NVC project idea next class</td>
</tr>
<tr>
<td>2</td>
<td>Jan 21</td>
<td>Please do the Intro Module in Canvas by 19 January Please review Project Modules in Canvas Do the readings for Week 2 and respond via Perusall by 19 January</td>
<td>What is “violent” and “nonviolent” communication? Discuss NVC project ideas</td>
<td>Written NVC project proposal due 29 January before 5pm in the GoogleDrive. Details in Canvas! Comments on colleagues’ proposals due Feb 4</td>
</tr>
<tr>
<td>3</td>
<td>Jan 28</td>
<td>Do the readings for Week 3 and respond via Perusall by 26 January</td>
<td>Fight or Flight?</td>
<td>Written NVC project proposal due 29 January before 5pm in the GoogleDrive. Details in Canvas! Comments on colleagues’ proposals due Feb 4</td>
</tr>
<tr>
<td>4</td>
<td>Feb 4</td>
<td>Do the readings for Week 4 and respond via Perusall by 2 February</td>
<td>Ahimsa/Circle of care What is truth? Illusions</td>
<td>Comments on colleagues’ proposals due Feb 4</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Task 1</td>
<td>Task 2</td>
<td>Task 3</td>
</tr>
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<td>------</td>
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<tr>
<td>5</td>
<td>Feb 11</td>
<td>Do the readings for Week 5 and respond via Perusall by 9 February</td>
<td>Different kinds of love 6 principles &amp; 6 steps Nine steps of Conflict Resolution (Gandhi)</td>
<td>Work on NVC project! 4 March before 5 p.m: Mid-term assessment of NVC project due Details in Canvas!</td>
</tr>
<tr>
<td></td>
<td>Feb 18</td>
<td>BREAK</td>
<td>Work on NVC project!</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 25</td>
<td>Do the readings for Week 6 and respond via Perusall by 23 February</td>
<td>BLM as a case study in nonviolence 198 Methods</td>
<td>Work on NVC project! 4 March before 5 p.m: Mid-term assessment of NVC project due Details in Canvas!</td>
</tr>
<tr>
<td>7</td>
<td>March 4</td>
<td>Do the readings for Week 7 and respond via Perusall by 2 March</td>
<td>Sign up for final project presentations War and pacifism “I was following orders”</td>
<td>Work on NVC project!</td>
</tr>
<tr>
<td>Date</td>
<td>Readings/Assignments</td>
<td>Discussions</td>
<td>Important Dates</td>
<td></td>
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</tr>
<tr>
<td>8 March 11</td>
<td>Do the readings for Week 8 and respond via Perusall by 9 March</td>
<td>Wtf is feminism? Pronouns Gender reveals Family of choice</td>
<td>Prepare for your presentation Details in Canvas!</td>
<td></td>
</tr>
<tr>
<td>9 March 18</td>
<td>NVC project presentations</td>
<td></td>
<td><strong>NVC Project (written/final) due 9 April by noon.</strong></td>
<td></td>
</tr>
<tr>
<td>10 March 25</td>
<td>NVC project presentations</td>
<td></td>
<td>Comments on colleagues’ comments due 12 April</td>
<td></td>
</tr>
<tr>
<td>11 April 1</td>
<td>NVC project presentations</td>
<td></td>
<td>Details in Canvas!</td>
<td></td>
</tr>
<tr>
<td>12 April 8</td>
<td>NVC project presentations</td>
<td></td>
<td>Self-reflection due 12 April by 11.59PM.</td>
<td></td>
</tr>
</tbody>
</table>
Academic Integrity

Students and faculty at Ontario Tech share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness, and mutual respect for the aims and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with Ontario Tech’s regulations on Academic Conduct (Section 5.16 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one’s own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with Ontario Tech’s regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all Ontario Tech students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

Individual Needs and Diversity

If you have any concerns about the course as a result of any special needs, please talk to me as soon as possible. I have designed this course in an effort to meet the various ways that individuals learn. We will be using different formats including meetings, workshops, group and individual activities, and group discussions. Because this is a university-level course, you are required to do a substantial amount of reading each week and complete responses. Please plan your time accordingly. Make-up assignments will only be given to those with medical notes (or other similar documentation).
For any disability-related support, you may contact Student Accessibility: https://studentlife.ontariotechu.ca/services/accessibility/index.php. Accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the website at http://uoit.ca/sites/csd/downtown_students/index.php

Matters Relative to Assignments

1. Please use APA style as outlined in our university library’s guidebook: https://guides.library.uoit.ca/ld.php?content_id=35476273

2. PLAGIARISM is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in the university’s "Academic Conduct Policy" which is printed in section 5.15 of the Academic Calendar. It outlines what Academic Misconduct and Professional Unsuitability means and the penalties for violating this policy.

3. For your protection: because assignments sometimes get lost, and because questions of authorship sometimes arise, it is essential that you be able to document your creative process in producing assignments. You should keep your research notes and rough drafts for essays and assignments, even after the finished work has been graded and returned. When composing on a computer, preserve copies of work in progress at regular intervals so that you have a track record of how the assignment evolved. I use the ‘save as’ function on the computer to record successive drafts. The sequence of drafts should be carefully noted.

4. All assignments must be original, produced by you, and prepared for this course alone. Any work prepared for or used in another course will be failed automatically. If you are drawing from assignments done for previous or current courses, please discuss this before submission.

Assignments

- Non-negotiated Late Assignment
This is an assignment that has been handed in late, after the first ten minutes of class without a prior agreement between the student and the professor to
extend the time for submission of the assignment. Such assignments will be considered late and will be assigned a grade of zero.

- **Negotiated Late Assignment**
  This is an assignment that has been handed in late with the permission of the professor. The professor and student, through discussion, have mutually agreed on the time/extension and penalty (if applicable) that the student will receive.

- **Extenuating Circumstances**
  The professor will consider individual, rare extenuating circumstances that may cause an assignment to be late. The student must provide documentation to validate the extenuating circumstance which might include hospitalization, death of a family member or significant other. The professor will have the discretion to determine any extension in such situations.

**Missed Course Work**

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to physical or psychological illness, they must submit a Medical Statement Form directly to the course instructor within 3 days of the missed due date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade due to exceptional circumstances, the student must submit an Academic Consideration Form, along with supporting documentation, directly to the course instructor within 3 days of the missed due date. Course instructors will review the documentation and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor’s discretion to determine how the missed work will be addressed and resolved (e.g., penalties, re-writes, make-ups, extension, alternate assignment, etc.).

If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to physical or psychological illness, the student must submit a Medical Statement Form to the FSSH Academic Advising Office within 3 working days of the missed due date.
Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed due date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor’s discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

**Missed In-Term Exams and Tests**

If a student has missed a scheduled in-term exam (irrespective of weight) due to physical or psychological illness, she or he must submit a Medical Statement, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed exam date. Note: The medical statement form must be signed by the treating physician or licensed practitioner within 24hrs of the missed date or deadline. If a student has missed a scheduled in-term exam (irrespective of weight) due to exceptional circumstances, she or he must submit an Academic Consideration Form, along with supporting documentation, to the FSSH Academic Advising Office within 3 days of the missed exam date. The Academic Advising Office will review the documentation and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor’s discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

Note to instructor: If a student has missed an in-term exam, the deferral to the final exam should be no more than 25%. If there is a need for a higher percentage to be reweighted to the final examination, the course instructor must obtain approval from the Associate Dean of the FSSH.

**Missed Final Exam**

If a student has missed a scheduled final examination due to physical or psychological illness, she or he must apply for a deferral using the Application for Deferred Final Examination within 3 working days of the missed exam date.
Medical Statement, along with supporting documentation and a $45 examination fee (per exam), must be submitted to the Registrar’s Office. If a student has missed a scheduled final examination due to exceptional circumstances, she or he must apply for a deferral using the Application for Deferred Final Examination within 3 working days of the missed exam date. An Academic Consideration Form, along with supporting documentation, must be submitted to the Registrar’s Office.

**Religious Observance**

If a student is requesting consideration for a religious observance for missed coursework (e.g., quizzes, in-class exercises, assignments) that is less than 26% of the final grade, she or he must submit an Academic Consideration Form directly to the course instructor 7 working days prior to the due date. Course instructors will review the form and inform the student of the outcome of their request in writing via email or blackboard. All missed coursework worth less than 26% will be handled directly by the course instructor for consideration and resolution. It will be at the course instructor’s discretion to determine how the missed work will be addressed and resolved.

If a student is requesting consideration for a religious observance for any in-term exam (irrespective of weight) or missed coursework (e.g., quizzes, in-class exercises, assignments) that is equal to or higher than 26% of the final grade, she or he must submit an Academic Consideration Form to the FSSH Academic Advising Office 15 working days prior to the exam date. The Academic Advising Office will review the form and inform the student of the outcome of his or her request in writing via email. It will be at the course instructor’s discretion to determine how the missed in-term exam will be addressed and resolved (e.g., make-ups).

If a student is requesting consideration for a religious observance for a final exam, she or he must apply for a deferral using the Application for Deferred Final Examination and an Academic Consideration Form 15 working days prior to the first final examination date.

**Professional Conduct**
Please note that emails to the professor should be properly written, including salutation, proper use of English, punctuation, spelling, capitalization, etc.

I am happy to reply to text messages of an urgent nature. If you are texting, please be sure to explain your situation clearly and identify who you are. I also reply via social media as outlined in the start of the syllabus or via Discord.

**Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Social Science & Humanities.

Ontario Tech is governed by the *Freedom of Information and Protection of Privacy Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that Ontario Tech not disclose the personal information of its students without their consent.

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Social Science & Humanities encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

**Course feedback**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech’s programs and instructional
effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Canvas, Weekly News and signage around campus.

Disclaimer

This outline documents the instructor’s intentions for this course. Over the period of the academic year, it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after discussion with the students and the prior approval of the dean.