COVID-19 Notice: *As a result of public health events requiring physical distancing, this course is offered using a remote delivery method. In this circumstance, the course outcomes and requirements will remain unchanged, but some accommodations may be made in the areas of content delivery and the manner of assessment. This format will require a computer with a webcam and microphone as well as access to high speed internet. If you have questions about what remote delivery might mean for you, please feel free to contact the course instructor or the Knox College registrar.*

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Course Syllabus
KNP 1443H – Human Growth and Spiritual Journey
Knox College
Toronto School of Theology
Fall 2020

</div>

Instructor Information

Instructor:	Rev. Mi-Weon Yang, PhD, RP, Adjunct Faculty
Office Location:	Knox College
Telephone:	416-830-6111 (Mi-Weon Yang)
E-mail:	miweon.yang@mail.utoronto.ca
Office Hours:	by appointment (via zoom or phone)

Course Identification

Course Number:	KNP1443H
Course Format:	Remote through synchronous video conferencing (zoom)
Course Name:	Human Growth and Spiritual Journey
Course Location:	Online
Class Times:	Thursdays 2:00-5:00pm
Prerequisites:	None

Course Description

This course will explore various theories of human development, stages of human growth, and lifespan spiritual journey in correlation to human growth, and will discuss implications for Christian Ministry. We will reflect our own growth and journey along with theories of human growth and spiritual journey.

Course Resources

Required Course Texts/Bibliography
Main Text

Feldmeier, Peter. *The Developing Christian,* New York: Paulist Press, 2007 (ebook in time for Sept.).

Kelcourse, Felicity, *Human Development and Faith* (Second Edition)*: Life-Cycle Stages of Body, Mind, and Soul*. Atlanta, Georgia: Chalice Press, 2015 (available as an ebook, U of T Library).

<u>*Students can find the printed-only books in U of T Libraries or purchase at the University Bookstore or Caversham Booksellers, www.cavershambooksellers.com.</u>

Required to read for weekly classes

Crain, William. *Theories of Development: Concepts and Applications, 5th edition,* Ch. 6, Piaget's Cognitive Developmental Theory, NJ: Prentice-Hall, 2005. (available on HathiTrust)

Erikson, Erik H. *The Life Cycle Completed, (*Extended Version), Ch. 3, New York, New York: W.W Norton & Company Ltd, 1998.

Fowler, James W. *Stages of Faith: The Psychology of Human Development.* San Francisco: Harper & Row, 1995. (pp.1-34 PDF in Quercus, Book is available on HathiTrust)

Fowler, James W. "Faith and the Structuring of Meaning." pp. 15-42, in Dykstra, Craig and Parks, Sharon. *Faith Development and Fowler*. Birmingham, Alabama: Religious Education Press, 1986. (PDF in Quercus)

Frankl, Viktor E. *Man's Search for Meaning: an introduction to logotherapy*, Part I (pp.3-90), Boston, MA: Beacon Press, 2006. (available electronically on HathiTrust)

Kagitcibasi, Cigdem. *Family, Self, and Human Development Across Cultures,* Ch. 10. New York: Routledge, eBook Published July 2017 (ebook in U of T).

Karen Choi, 2012. The relationship between youth ministry participation and faith maturity of adolescents. *Christian Education Journal, 9 (2),* 293-308.

Patton, Julie, "Jungian Spirituality: A Developmental Context for Late-Life Growth" in A*merican Journal of Hospice and Palliative Medicine,* Vol.23, 2006, pp.304-308.

Rizzuto, Ana-Maria. *The birth of the living God: a psychoanalytic study*, Ch. 10, pp.117-211, Chicago: University of Chicago Press, 1979.

Highly Recommended books:

Dacey, John S. & Travers, John F. *Human Development Across the Lifespan.* New York: McGraw Hill, 2001.

Kail, Robert V. Cavanaugh, John C. and Ateah, Christine A. Human Development: A Life-Span View, Nelson Thomson, 2006. (This is Basic Reading which will aid those without a Psychology Background. You may purchase 5th edition from used booksellers at a reasonable price).

Loder, James E. *The Logic of the Spirit.* San Francisco: Jossey-Bass Publishers, 1998.

Newman, Barbara M. & Newman, Philip R. *Theories of Human Development*, New Jersey: Mahwah, 2007. (available as an ebook in the catalogue)

Thomas, R. Murray. *Recent Theories of Human Development*, London: Sage Publications, Inc., 2001. (available as an ebook in the catalogue)

CLASS SCHEDULE

WEEK 1: Sept.17

Introduction to the Course and to One Another

To Know Who We Are: "My Unfolding Story"

Sign up for a presentation

Forming small groups

Introduction to Human Growth and Spiritual Journey

Readings:

Erikson, Erik H. *The Life Cycle Completed, (*Extended Version), Ch. 3, New York, New York: W.W Norton & Company Ltd, 1998.

Frankl, Viktor E. *Man's Search for Meaning: an introduction to logotherapy*, Part I (pp.3-90), Boston, MA: Beacon Press, 2006.

WEEK 2: Sept. 24 Models and Theories of Human Development

Video Tape: Theories of Human Growth (You may watch helpful educational videos regarding Theories of Human Growth for yourself.)

Readings:

Feldmeier*, The Developing Christian*, Ch. 2, Models of Human Development, pp. 38-62.

Kelcourse, *Human Development and Faith,* Ch.1, Theories of Human Development, pp.25-66.

Reference:

Crain, *Theories of Development,* Ch. 6. Piaget's Cognitive Developmental Theory.

www.piaget.org

WEEK 3: Oct. 1 Models of Spiritual Development

Readings:

Feldmeier, *The Developing Christian*, Ch. 1, pp.15-37.

Kelcourse, *Human Development and Faith,* Ch.2: Finding Faith: Life-cycle Stages in Body, Mind, and Soul, pp.66-101.

Rizzuto, Ana-Maria. *The birth of the living God: a psychoanalytic study*, Ch. 10, pp.177-211, Chicago: University of Chicago Press, 1979.

WEEK 4: Oct 8 Structuring of Spiritual Development

Readings:

Fowler, James W. *Stages of Faith.* San Francisco: Harper & Row, 1995, pp.1-34.

Fowler, James W. "Faith and the Structuring of Meaning" pp. 15-42, in Dykstra, Craig and Parks, Sharon. Faith Development and Fowler. Birmingham, Alabama: Religious Education Press, 1986.

Feldmeier*, The Developing Christian*, Ch. 3: Models of Spiritual Development, pp. 63-88.

WEEK 5: Oct. 15 Human Growth in Cultural and Family Context

Readings:

Cooper-White, Pamela. "Human Development in Relational and Cultural Context" in Kelcourse, *Human Development and Faith.* Ch. 3, pp.25-66.

Wimberly, Edward. "The Family Context of Development: African American Families" in Kelcourse, *Human Development and Faith,* Ch. 4, pp.122-137.

Kagitcibasi, Cigdem. *Family, Self, and Human Development across Culture. Ch.10*. New York: Routledge, eBook Published July 2017 (ebook in U of T).

WEEK 6: Oct. 22 Infancy and Early Childhood and Spiritual Journey

Human Development in Utero "The First Eight Weeks" Countdown to Life The Extra ordinary Making of You 1 The First 8 Weeks   https://www.dailymotion.com/video/x38hyti
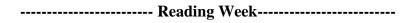
Watch this video before the class!

Readings:

Senter, Denise A. "Infancy: Faith before Language" in Kelcourse, *Human Development and Faith*, Ch.5, pp.138-154.

Yust, Karen-Marie. "The Toddler and the Community" in Kelcourse, *Human Development and Faith.* Ch. 6, pp.155-171.

Reference:

Kail, *Human Development*, Ch. 4, The Emergence of Thought and Language, pp.118-158.

------------------------ Reading Week------------------------

Week 7: Nov. 5 Childhood Development and Spiritual Journey

Readings:

Feldmeier*, The Developing Christian*, Ch. 4, Childhood, pp. 96-108.

Thompson, Vivian and Braeger, Jacqueline, "Acculturation and Latency" in Kelcourse, *Human Development and Faith*, Ch. 8, pp. 190-210.

Reference:

Kail, *Human Development*, Ch. 4, Expanding Social Horizons: Socioemotional Development in Middle Childhood, pp.23-272.

WEEK 8: Nov. 12 Growth of Adolescence and Spiritual Journey

Readings:

Feldmeier*, The Developing Christian*, Ch. 5. pp. 109-126.

Graham, Alice. "Identity in Middle and Late Adolescence" in Kelcourse, *Human Development and Faith*, Ch.10, pp.231-243.

Karen Choi, 2012. The relationship between youth ministry participation and faith maturity of adolescents. *Christian Education Journal, 9 (2),* 293-308.

Reference:

Kail, *Human Development*
            Ch. 8, Physical and Cognitive Development in Adolescence, pp. 273-300
            Ch. 9, Socioemotional Development in Adolescence, pp. 301-328

Week 9: Nov. 19 Growth of Young Adult and Spiritual Journey

Readings:

Feldmeier*, The Developing Christian*,
               Ch. 6. Early Young Adulthood (18-22 years), pp. 127-152
               Ch. 7. Young Adulthood in the World (22-40), pp.153-178

Cushing, Bonnie and McGoldrick, Monica. "The Differentiation of Self and Faith in Young Adulthood: Launching,k Coupling, and Becoming Parents" in Kelcourse, *Human Development and Faith,* Ch.11, pp. 244-258.

WEEK 10: Nov. 26 Growth of Middle Adult and Spiritual Journey

Readings:

Feldmeier*, The Developing Christian*, Ch. 8. Middle Age (40-65 years) pp. 179-206.

Davis, Russell Haden. "The Middle Years" in Kelcourse, *Human Development and Faith,* Ch. 12, pp.259-275.

Reference:

Kail, *Human Development,* Ch.12.2 Gender, Ethnicity and Discrimination Issues, pp.410-413
                        Ch.12.4 Work and Family, pp. 421-425
                        Ch.13.3 Personality, pp.453-458
                        Ch.13.4 Family Dynamics and Middle Age, pp.459-465

WEEK 11: Dec. 3 Growth of Old Adult and Spiritual Journey

Readings:

Feldmeier*, The Developing Christian*, Ch. 9. Elderhood (65 and Beyond) pp. 207-231.

Lyon, K. Brynolf. "Faith And Development in Late Adulthood" in Kelcourse, *Human Development and Faith,* Ch. 13, pp.276-291.

Patton, Julie, "Jungian Spirituality: A Developmental Context for Late-Life Growth" in *American Journal of Hospice and Palliative Medicine,* Vol.23, 2006, pp.304-308.

Reference:

Kail, *Human Development,* Ch.15.1 Theories of Psychosocial Aging, pp.514-517
                        Ch.15.2 Personality, Social Cognition and Spirituality, pp. 518-523
                        Ch.15.5 Social Issues and Aging, pp.537-547

WEEK 12: Dec. 10 Back to Where We started: Life Cycle Revisited

Group Reflection with "My Unfolding Story"

Closing- Finishing Unfinished Work

Readings:

Barbre, Claude, "The Wages of Dying: Catastrophe Transformed" in Kelcourse, *Human Development and Faith,* Ch. 14, pp.292-313.

Feldmeier*, The Developing Christian*, Ch. 10. Final Questions and New Directions, pp. 232-250

Selected Bibliography for Human Growth and Spiritual Journey

Belenky, Mary Field; Clinchy, Blythe McVicker; Glodberger, Nancy Rule; and Tarule,

Jill Mattuck. *Women's Ways of Knowing.* New York: Basic Books, 1986.

Conn, Joann Wolski, ed. *Women's Spirituality* (2nd ed)*.* New York: Paulist Press, 1996.

Craig, Grace J. *Human Development.* NJ: Prentice-Hall, 1998.

Crain, William. *Theories of Development,* NJ: Prentice-Hall, 1995.

Dacey, John S. & Travers, John F. *Human Development Across the Lifespan.* New Yok: McGraw Hill, 2001.

Downey, Michael, *Understanding Christian Spirituality,* New York: Paulist Press, 1997.

Droege, Thomas. A. *Faith Passages and Patterns.* Philadelphia: Fortress Press, 1983.

Dykstra, Craig, and Parks, Sharon. *Faith Development and Fowler.* Birmingham,

Alabama: Religious Education Press, 1986.

Erikson, Erik H. *Childhood and society,* New York: W.W. Norton & Company, 1963

_____. *The Life Cycle Completed*, New York: W.W. Norton, 1997.

Feldmeier, Peter, *The Developing Christian,* New York: Paulist Press, 2007.

Fischer, Kathleen, *Autumn Gospel: Women in the Second half of Life*, New York: Paulist Press, 1995.

Ford, Iris. *Life Spirals: The Faith Journey*. Burlington: Welch Publishing, 1990.

Forsyth, James. *Freud, Jung and Christianity.* Ottawa: University of Ottawa press, 1989

Fowler, James W. *Stages of Faith.* San Francisco: Harper & Row, 1995.

Freiberg, Karen L. *Human Development: A Life-span Approach.* Boston: Jones and

Bartlett Publishers, 1987.

Gardiner, Harry W. et al. *Lives Across Cultures: Cross-Cultural Human Development*. Allyn and Bacon, 1997.

Gilligan, Carol. *In a Different Voice.* Cambridge: Havard University Press, 1982.

Greoschel, Benedict J. *Spiritual Passages: The Psychology of Spiritual Development.* New York: Crossroads, 1988.

Gromly, Anne V. *Lifespan Human Development.* International Thomson Publishing, 1996.

Kail, Robert V. & Cavanaugh, John C. *Human Development: A Lifespan View.* Wadsworth Pub. Co. 2006.

MacKinlay, E. *Spiritual Growth and Care in the Fourth age of Life,* London: Jessica Kingsley Pub. 2006

Loder, James E. *Transforming Moment.* (Helmers & Howard Pub; 2nd ed. edition (Oct. 1 1989).

Newman, Barbara M. & Newman, Philip R. *Theories of Human Development*, New Jersey: Mahwah, 2007

Packer, Martin J. and Tappen, Mark B. *Cultural and Critical Perspectives on Human Development.* State University of New York, 2001.

Paludi, Michele A. *Human Development in Multicultural Contexts.* NJ: Prentice Hall, 2001.

Papalia, Diane. *Human Development*. New York: McGraw-Hill, 1981.

Peck, M. Scott. *The road less Traveled and Beyond: Spiritual growth in an age of anxiety.* Simon & Schuster, 1997

Patton, Julie, "Jungian Spirituality: A Developmental Context for Late-Life Growth" in *American Journal of Hospice and Palliative Medicine,* Vol.23, 2006, pp.304-308

Ratcliff, Donald. *Children's Spirituality: Christian Perspectives, research, and Applications.* Cascade Books, 2004

Slee, Nicola. *Women's Faith Development.* Aldershot: Ashgate Publishing Ltd., 2004

Thomas, R. Murray. *Recent Theories of Human Development*, London: Sage Publications, Inc., 2001

Weaver, Andrew J. *Reflections on Aging and Spiritual Growth*, Abingdon Press, 1998

Wesley, John, et.al. *Culture and Human Development.* 1994

Whitehead, Evelyn E., and Whitehead, James D. *Christian Life Patterns.* New York:

Doubleday, 1979. (Image books, 1982).

www.piaget.org

www.aging.ufl.edu

https://www.dailymotion.com/video/x38hyti

Video Tape: Theories of Human Growth

Course Website(s)

- Quercus: https://q.utoronto.ca/

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at https://q.utoronto.ca/ and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: https://community.canvaslms.com/docs/DOC-10701 . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

- Personal Website http://individual.utoronto.ca/*name*

Course Learning Objectives/Outcomes

Knox College

BD Level
Students successfully completing this course will be able to demonstrate the following learning outcomes. (Not all categories will be required for all courses.)

1. Demonstrate a basic knowledge of theories of human growth and spiritual journey

- Identify major theories of human growth including faith growth.
- Describe characteristics of stages of human growth in terms of lifespan theory.
- Identify spiritual journey in the human lifespan.

2. Demonstrate ability to gather, select, and present information from readings appropriate to task assigned.

3. Demonstrate ability and willingness to learn and understand oneself and others who have grown up in different culture.

- Identify the complexities of culture involved in personal growth and spiritual journey
- Identify one's own cultural context influenced on one's own growth
- Apply theories of human growth to understanding others grown in different cultures

4. Demonstrate ability and willingness to assess oneself and act to improve

- Identify theories that accurately describe one's own growth
- Identify issues involved in one's growth
- Show a willingness to act to improve oneself

5. Demonstrate conscientiousness and willingness to take personal responsibility for learning, honesty and personal integrity in leadership

- Show willingness and personal integrity in leadership
- Show respect for others who are different from oneself
- Show willingness to listen in class discussions and small groups
- Discuss one's thought or ideas honestly with others
- Demonstrate ability to maintain confidentiality in the best interest of others

CRPO ENTRY- TO -PRACTICE COMPETIENCES:

1 Develop a knowledge of human development across the life span including spiritual, moral, emotional. Cognitive and physical growth (1.1)

2 An awareness of human development both historically and within current theory (1.2 a)

3 Engage ways and means by which to interact with persons across the lifespan (1.5a, 4.5)

4 Develop an awareness of cultural and social differences within human development (1.5)

5 Aware of the places of the learners, individual development, and 'self' in developing and engaging relationships with others (1.4, 2.2)

6 Develop an awareness of the place of one's self in the practice of ministry and to develop professional skills that develop a safe environment in which to engage others (2.1, 2.2, 3.3

Evaluation

COURSE REQUIREMENTS AND EVALUATIVE CRITERIA:

Grade scale and grade expectations are contained in the TST Basic Degree Handbook.

Requirements

Format for all papers:

- Use 12 point font, Times New Roman, double spaced with one inch margins
- Include a Title page with first and last name, course title, instructor name, assignment title and date (Title page is not counted as a number of pages of each paper.)
- Include a Header for all remaining pages (e.g. Yang, Mi-Weon My Unfolding Story Sep. 17, 2020)
- Cite all sources and include Author, date using APA guidelines and include a full reference list at the end of the paper

Submitting Papers
- Upload all papers onto the KNP1443H Quercus site using a word.docx and the instructor will put all comments and feedback directly onto your paper.

Assignment and Evaluative Criteria

1. **My Unfolding Story:** This is an assignment in the first week. Looking back on your past life, and remember the important changes that occurred in your life, write "My Unfolding Story" following your lifespan from the early childhood to now, recalling your life story in terms of human growth and spiritual journey. Length of about 4-5 pages. Please submit it before the first class and bring it with you to the class.

- **Evaluative Criteria:** Well-described, honestly reflected and inclusive according to life changes (10 %)
- Due Sep. 17, 2020

2. **Active participation**:

Students will be expected to come to class prepared, having completed the required reading and be ready for small group discussion. In the first class we will form groups; these groups will reflect the variety of ages and cultures in the class. Some of class time will be spent in discussion in groups, sharing "my unfolding story" and critiquing theories of human growth, and supporting each other for the spiritual journey. Sometimes you may need to discuss using Quercus group discussion. It is important that confidentiality be maintained. Respect for confidentiality and privacy is required. Also, active and constructive participation is expected. Please plan to spend 3 hours in class and 6-7 hours in preparation for class per week. Keep track of the hours spent reading and number of pages of assigned texts read each week as part of participation.

- **Evaluative Criteria**: active participation in class as well as in group work, constructive comments and questions from readings on presentations, insights, respect for others. Group members will be asked to evaluate honestly other group members at the last class. Individuals will also engage in self-evaluation.
- In Class general participation (10%), Group participation (10%).

3. Presentation:

You will give a presentation and lead a class discussion or activity based on one of the weekly themes. (You will choose a topic on the first day of the classes.) Please prepare a power point to share through zoom for your presentation and send it to the instructor by 12 pm on Wednesday of the week you are presenting. Your power point will be uploaded on Quercus. The presentation itself should be around 15 minutes long and another 15 minutes for leading a discussion or activity.

- **Evaluative Criteria**: well prepared and focused, comprehensive, insightful, creative approach and keeping time limit 30 minutes. (15 %)

4. Two critical reflection papers: each 2-3 pages. Write two critical reflection papers during the course, accessing and reflecting critically on "my unfolding life story" using what you read and learned from the classes and discussed in the group. Also try to appropriate the theory or theories you are using to reflect your own life.

- **Evaluative Criteria**: depth of reflection and insight, correlation between theories and my story, and completeness (10 % each x 2 = 20%)
- Due: Oct.20 for the first one, Nov. 30 for the second one

5. **An integrative research paper in lieu of a final exam**: Conduct an interview with someone in your congregation or community of faith. Using the results of the interview write an 8-10 page integrative paper based on the interview.

- **Evaluative Criteria**: The paper should demonstrate development theories, life cycle dynamics and their application to spiritual journey. The final part of the paper will suggest implications for Christian Ministry such as pastoral care and counselling, Christian Education, Social Service, Preaching, Spiritual psychotherapy, etc. (35%)
- Due December 17, 2020

• Please submit all your written work by uploading your file on Assignments of Quercus.

Grading System
(see section 11.2 of the BD Handbook):
- 90-100 (A+)   Exceptional
- 85-89 (A)   Outstanding
- 80-84 (A-)   Excellent
- 77-79 (B+)   Very Good
- 73-76 (B)   Good

70-72 (B-)   Acceptable
0-69 (FZ)   Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

COURSE POLICIES

Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook.

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

In particular, please note:

Cell Phones: Cell phones can be disruptive to the classroom experience. Students, therefore, should turn off or set their phones to silent and refrain from using them while in class. Cell phone use is permitted only for medical professionals who are on call and for students who need to be in constant contact with ill family members or minors. Students who meet either of these requirements should inform the professor prior to class.

Use of Technology: Laptops and other computing devices may be used in the classroom for note taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class. Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures in audio format is granted for use by registered students only. Video or audio recording is not permitted without written permission of the instructor. Recordings and notes of class lectures may not be electronically reproduced, posted or distributed without the written permission of the instructor.

Late Policy: 2 point to be deducted per day