

BALLOON ANIMAL TWISTING

Tuesday, 12:00 – 2:45 ♦ Bissell 728 ♦ Professor Jenna Hartel

Across a lifetime of formal and self-directed learning, the most valuable capability I have gained is twisting balloon animals, which are shared with children as a volunteer in public settings. Twisted balloon animals have the potential to generate concentric, centrifugal waves of goodwill and joy, starting inside myself, and touching the child-recipient, their chaperones, curious observers, and the host institution. The cost-benefit ratio of this craft are spectacular. I can think of no easier, cheaper, faster, and more enjoyable way to make a small yet immediate and lingering positive impact on the world. I believe that new channels for learning to twist balloon animals are warranted, and that it fits perfectly into Library and Information Science values, education, and practice.



OFFICIAL COURSE (WORKSHOP) DESCRIPTION

Experiential, participatory workshop to integrate the skills, perspectives, and knowledge introduced in the other core courses. The intention of the workshops is to broaden your exposure to other areas; we encourage students to go outside of their comfort zone. Students will be working in groups.

COURSE DESCRIPTION (FROM THE INSTRUCTOR)

Balloon animal twisting¹ is an embodied information practice that involves the sensory-motor system of a twister in complex forms of eye-hand coordination and proprioception (awareness of the position and movement of the body), and it has a significant social component, too. When done by an adult twister with a child as the recipient, it can be enacted in an affirming and educational manner that boosts a young person's confidence, knowledge, and creativity. To these good ends, students of the Workshop will master a menagerie of balloon animal forms; gain necessary, concomitant social intelligences for their production in an educational context; and ultimately grasp the potential of balloon-animal twisting to fortify Information Studies, information institutions, and the public good. Given the Workshop's home within a Master of Information program, balloon-animal twisting will be interpreted via lenses drawn from Library and Information Science and beyond, namely: *embodied information practice*, *happy information*, *information literacy*, the *Serious Leisure Perspective*, and the *Multispecies Turn*. Across the semester, students will discover, materialize, and inhabit a unique balloon twisting identity; practice twisting balloon animals at a gathering of family and friends; design a balloon-animal twisting performance that aligns with Toronto Public Library's strategies for early childhood information literacy; create something new at the crossroads of balloon animal twisting and our Faculty's Concentrations; and be a fully contributing member of a participatory Workshop community. Beyond its walls and enrollment, this course aims to diversify the Faculty of Information's curriculum, through its unconventional nexus of a whimsical craft that can likewise be personally, socially, and informationally meaningful.

¹ A "balloon animal" refers to a long, narrow balloon that is twisted, shaped, and connected in the form of an animal. Popular configurations, which can be made in any color, are dog, giraffe, elephant, and horse among other familiar creatures that capture the imagination of children. Some historians claim that balloon animals (of sorts) were first made for Aztec religious ceremonies out of the inflated intestines of cats. In the 1930s, latex balloon animals became a popular feature of magic shows, and festivals, and today are most often made by clowns or entertainers at parades and birthday parties; however, other delivery modes and settings are possible.

PEDAGOGICAL STRATEGY AND COURSE CULTURE

As taught by Professor Hartel, this course enacts *contemplative pedagogy*, teaching methods designed to cultivate deepened awareness, concentration and insight. Contemplative pedagogy fosters additional ways of learning and knowing that complement the rational methods of traditional education. There will be an emphasis on nourishing collegial friendships, and learning will be encouraged through a warm and hospitable environment; playful multimedia (from Professor Hartel's YouTube channel, [INFIDEOS](#)); embodied learning activities; and a festive approach to topics. Positive principles such as creativity and gratitude will be embraced.

COURSE OBJECTIVES

The objectives of this Information Workshop are threefold: 1.) To instill mastery of a menagerie of balloon animal forms; 2.) To gain necessary, concomitant social intelligences for their production in an educational context; and 3.) To ultimately grasp the potential of balloon animal twisting to fortify Information Studies, information institutions, and the public good.

COURSE LEARNING OUTCOMES

Graduates of the Workshop will be able to:

1. Readily create several balloon animals.
2. Competently manage the layered dynamics of the microsocial balloon twisting encounter, involving a child, their caretaker, observers, and a host institution.
3. Align balloon-animal twisting with a public library's mission, vision, and goals pertaining to early childhood information literacy.
4. Relate balloon-animal twisting to multiple theories and concepts within Library and Information Science and beyond.
5. Recognize ways that balloon animal twisting intersects with core areas of Information Studies and the Faculty of Information's Concentrations.
6. Develop a unique identity and future vision as a balloon animal twister.

RELATIONSHIP BETWEEN COURSE LEARNING OUTCOMES AND PROGRAM LEARNING OUTCOMES

By analyzing and enacting balloon animal twisting as *embodied information practice*, *happy information*, and *information literacy*, students "come to understand and are conversant with fundamental concepts and theories...of information" (PLO#1). What is more, their eyes are opened to "the diverse horizons of information disciplines" that are possible within a balloon animal exchange (PLO#1), and they gain insight into *leisure* as a setting "where it [information] is found" (PLO#4). With a focus upon educational interactions with children and an assignment that employs balloon-animal twisting to teach early childhood *information literacy*, participants in this Workshop "develop knowledge and values appropriate to...information services for all, regardless of age" (PLO#2). Since children universally appear to love balloon animals, this Workshop is a quirky case study in "information services for all, regardless of...educational level, or social, cultural, or ethnic background" (PLO #2). While PLO#5 sensitizes students to "technological developments...[related to the] preservation and communication of information," this course is an important reminder that the human body is a primordial

information technology that should not be forgotten or neglected. As each participant cultivates a unique identity and future vision as a balloon animal twister, they are poised to “continue in life-long intellectual growth beyond graduation” (PLO#6).

RELATIONSHIP BETWEEN COURSE LEARNING OUTCOMES (CLOS) AND ASSIGNMENTS/ACTIVITIES

COURSE ASSIGNMENTS/ACTIVITIES ⇒ COURSE LEARNING OUTCOMES ↓	READINGS, VIDEOS, LECTURES, IN-CLASS ACTIVITIES	BALLOON ANIMAL TWISTING TUTORIALS (IN CLASS)	ASSIGN. A BALLOON ANIMAL TWISTING PRACTICE, PHOTOS, AND MENAGERIE MENU	ASSIGN. B BALLOON ANIMAL TWISTING EVENT	ASSIGN. C BALLOON ANIMAL LIBRARY PROGRAM	ASSIGN. D THE BALLOON BRIDGE
1. Readily create several balloon animals ⁺ .		♦	♦	♦	♦	♦
2. Competently manage the layered dynamics of the microsocial balloon twisting encounter, involving a child, their caretaker, observers, and a host institution*.	♦	♦	♦	♦	♦	
3. Align balloon-animal twisting with a public library’s mission, vision, and goals pertaining to early childhood information literacy.	♦				♦	
4. Relate balloon-animal twisting to multiple concepts and theories within Library and Information Science and beyond.	♦				♦	♦
5. Recognize ways that balloon animal twisting intersects with core areas of Information Studies and the Faculty of Information’s concentrations.	♦				♦	♦
6. Develop a unique identity and future vision as a balloon animal twister	♦	♦	♦	♦	♦	♦

+*ADDITIONAL INFORMATION ON THE FIRST AND SECOND COURSE LEARNING OUTCOMES

Significant time in this Workshop will be spent learning and practicing balloon animal twisting, a technical skill that is mastered through hands-on implementation and repetition. Across the semester we will learn the BEE, HUMMINGBIRD, DOG, GIRAFFE, HORSE, UNICORN, ELEPHANT, RABBIT, LADYBUG and TURTLE, which will altogether be referred to as the “MENAGERIE.” Each week, class will begin with a tutorial from the instructor, focusing upon a particular animal. Then, participants will each make three

instances of that animal, to imprint its construction in their body through repetition. At the end of each class, we will return to twist the same animal, again. Sometime during the next week, Assignment A requires three additional implementations of the week’s featured balloon animal. The near automatic and natural twisting of different animal forms—gained through multiple implementations—is just one dimension of this craft. Twisters must manage the layered dynamics of the microsocial balloon animal encounter, involving a child, their caretaker, and observers. We will analyze this multifaceted setting and learn various scripts and actions that contribute to its ideal unfolding. Overeager children, popped balloons, impatient parents, forgetting parts of the script, and negative stereotypes are potential pitfalls that may arise and be handled by the twister, gracefully. Additional Assignments (B, C, and D) serve as opportunities to *keep making balloon animals in different ways*. Participants in this Workshop should not take hands-on, experiential, and social elements of this craft lightly.

MATERIALS

Twisting balloon animals is a craft requiring relatively inexpensive materials. Each participant in this Workshop will be issued the standard tools and supplies at Session 1, namely, a plastic balloon pump, Qualatex latex twisting balloons (size 2” by 60”, referred to as a “260”), and a black Sharpie marker. The twisting balloons cost .10 each and should not be wasted. Everything must be kept in a bag (also provided at Session 1) and brought to class weekly. The pump must be returned at Session 6 or soon thereafter and the remaining supplies can be kept to seed a hobby career as a balloon animal twister.

THE RHYTHM OF CLASS

Each meeting of this Workshop will begin with a warm welcome and an icebreaker (an activity intended to relieve inhibitions). Then, there will be a twisting tutorial which demonstrates the construction of a particular balloon animal, followed by a practice period for participants to master the new technique. The middle period of the Workshop will relate balloon animal twisting to a theme, theory, or concept from Library and Information Science (and beyond). The instructor will introduce these ideas lecture-style with slides, lasting no more than 30 minutes. The next 45 minutes of the session will entail small group discussions and activities, usually guided by a worksheet. This portion of the class will include a break for refreshments and personal communications. The final segment of the class will return to balloon animal twisting, to fortify mastery of the twisting technique broached that day. Class will end with a session recap and closing words from students (see the Personal Contribution component of the course). A typical schedule appears below:



PREPARING FOR CLASS

The weekly, assigned readings and videos are listed in Quercus at the “Introduction and Links” pages. These pages provide a contextual essay about the week’s topic as well as access to the materials. Please come to class having engaged the Introduction and Links page as well as its resources.

EVALUATION COMPONENTS

COMPONENT	VALUE (%)	DATE	DESCRIPTION
A. BALLOON ANIMAL TWISTING PRACTICE, PHOTOS, AND MENAGERIE MENU	5% x 5 = 25%	The photo is due (here) by Monday 6:00 pm before Sessions 2, 3, 4, & 5.	Together, we will learn to twist a new balloon animal in class each week. In the subsequent week, you should then practice (at home) by making three perfect examples of the most recently taught balloon animal. Once completed, hold all the balloon animals in your arms and take a selfie that documents your accomplishment. Aim to express your unique identity as a balloon animal twister in the staging of the photograph. Upload your photo by the deadline to the link at left (which is also in the Course Resources area of Quercus). You will be graded complete/incomplete based upon your photograph. Note that this assignment also includes the production of a balloon animal "Menagerie Menu" that is due at Session 3. The Menagerie Menu is to be uploaded to Quercus by Monday, January 20 th at 6:00 (see additional details, below). Estimated time spent: 15-20 minutes per week and <1 hour on the Menagerie Menu.
B. BALLOON ANIMAL TWISTING EVENT	25%	Photo is due (here) by Sunday, February 16 th at 6:00 pm.	Sometime between Sessions 4 and 6, serve as a balloon animal twister at an event with children. You may volunteer at a local library, school, or religious institution, or make balloon animals for a gathering of family, friends, or neighbors. Aim to have at least 3 children present and make a variety of balloon animals for them, utilizing tools and strategies learned in class. Capture the experience in a photograph of the event, being certain to protect the privacy of any children. Upload your photo by the deadline to the link at left (the link is also in the Course Resources area of Quercus). You will be graded complete/incomplete based upon the evidence in your photograph. Estimated time spent: 1-2 hours for planning, travel, and implementation.
C. BALLOON ANIMAL LIBRARY PROGRAM	10%	Attend and participate in Session 4 on Tuesday, January 28.	This assignment is completed by attending Session 4 class and participating in a small group activity. With the guidance of a Toronto Public Library Branch Manager and former Children's Librarian, your group will design an early childhood information literacy program that involves balloon animals. Your ideas will be shared with the class in an informal performance; otherwise, there is no submission for this assignment. You will be graded complete/incomplete based upon your presence and participation in class. Estimated time spent: 3 hours (in class).
D. THE BALLOON BRIDGE	40%	Attend and present at Session 6, Tuesday February 11. Upload the documentary deliverable to Quercus by Friday, February 14 th at 6:00.	This assignment aims to bridge balloon animal twisting and the field of Information Studies. Five different projects (spanning themes within our MI Concentrations) are possible. Select one of personal interest by Friday, January 17 th through the Group tab within Quercus. You will work collaboratively with 4-6 peers, guided by the instructions, further below. As a culmination, each group will create a documentary deliverable and give an informal 20-minute presentation at the final meeting of the Workshop. The documentary deliverable (submitted to Quercus) and presentation will be letter-graded based upon the extent to which the project prompt is creatively addressed. It is recommended that your group begin meeting and planning around Session 3. Estimated time spent: 3-5 hours.
E. PERSONAL CONTRIBUTION	0% (but required)	Due dates vary (see the schedule).	This Workshop is a collaborative and participatory enterprise. Many small but important personal contributions will make the class experience great. Please sign up on the schedule (here) for a personal contribution, and then follow-through on that commitment. This activity is listed as an assignment but is ungraded.

6-WEEK WORKSHOP SCHEDULE

Week-to-week balloon animal twisting tutorials and topics appear on the schedule. See each session's Introduction and Links pages for a contextual essay about the weekly topic and for links to assigned readings and videos.

SESSION #	BALLOON ANIMAL TWISTING TUTORIAL	TOPIC
Session #1 - January 7	BASICS OF TWISTING BALLOON ANIMALS, HUMMINGBIRD, BEE	Welcome and Introduction to the Workshop
Session #2 - January 14	DOGS, GIRAFFE, HORSE	Information and Balloon Animal Twisting
Session #3 - January 21	ELEPHANT, RABBIT	The Serious Leisure Perspective
Session #4 - January 28	LADYBUG (bracelet), TURTLE (bracelet)	Early Childhood Information Literacy and Balloon Animals at the Public Library (with Angelina Pizzirusso)
Session #5 – February 4	MENAGERIE REVIEW	The Multispecies Turn and The Balloon Bridge Work Time
Session #6 - February 11	NEW BALLOON ANIMALS (taught by peers)	Twist and Shout Celebration with Your Balloon Bridge Presentations

ADDITIONAL INSTRUCTIONS FOR ASSIGNMENT A (MENAGERIE MENU)

At Session 2 we will analyze the microsocial dynamics of the balloon twisting encounter. You will see that a key document in the process is a display of possible animal choices, referred to here as a “Menagerie Menu.” It is shown to a child, to help them select one balloon animal and to prevent requests such as, “I want an anteater!”. Your Assignment is to create a Menagerie Menu that you will use in future balloon twisting experiences. An example will be provided in class, but you should strive to make a Menagerie Menu that is uniquely your own. To this end, I highly recommend the online design platform Canva because of its excellent collection of royalty free animal imagery that is easily manipulated. Your Menagerie Menu should include: HUMMINGBIRD, BEE, TALL DOG, LONG DOG, GIRAFFE, HORSE, UNICORN, ELEPHANT, RABBIT, LADYBUG (bracelet) and TURTLE (bracelet). You may also show the names of these animals, if you wish. Be careful that your images and background are not too complicated, keeping visual accessibility in mind. Your Menagerie Menu should be a single 8.5 by 11-inch page that is uploaded to Quercus by the deadline. At Session 3, the instructor will bring a printed copy of your Menagerie Menu on cardstock, for use in future twisting activities. Your assignment will be evaluated with a letter grade for its good design, originality, and completeness.

ADDITIONAL INSTRUCTIONS FOR ASSIGNMENT D – THE BALLOON BRIDGE

At the start of the semester, please self-select a project of personal interest from the five options, below. These projects were designed to span the Concentrations in our MI program. Each combines balloon animal twisting with an information phenomena, thereby building a bridge between the two domains. The instructions are intentionally brief to give you more freedom in the creation process and the content. You are expected to independently resolve ambiguities and right-size the work. What's most important is to creatively respond to the project idea; have an authentic learning experience; interact positively with peers; and have fun. Each project has two outputs, 1) a written deliverable (which varies per project), and 2) an informal summary presentation at Session 6 that includes a balloon-twisting demonstration or tutorial. The tutorial should occur in the last five minutes of the summary presentation and is a culminating act of *teaching* balloon animal twisting to others. You should use the terminology associated with balloon animal twisting as taught in Session 1. New balloon animal formations (beyond the MENAGERIE) can be found in books and YouTube videos.

THE BALLOON BRIDGE PROJECT CHOICES (Select one and sign up in Quercus by Friday, January 10)

- **A Rigorous Systematic BIBLIOGRAPHY of Balloon Animal Twisting ...and a New Balloon Animal Tutorial.** In a landmark (and still highly relevant) [1986 paper](#), Marcia J. Bates stated the requirements for a *rigorous systematic bibliography* (RSB), that is, a collection of information resources that recognizes five essential information structures. Follow Bates' guidance to produce an RSB for the domain of "balloon animal twisting" that would be useful to a newcomer to the hobby (and/or future students of this Workshop). Put differently, your aim (through the RSB) is to produce a rudimentary map of the information environment of balloon animal twisting. Your final documentary deliverable is the RSB which should include the logics associated with the five essential information structures. The RSB should be less than 8 single-spaced pages and include around 50 information artifacts of any media format. Your in-class presentation should explain the whole undertaking to your peers and conclude with a new balloon animal tutorial.
- **Animal Facts, Jokes, Stories, and More (a HANDBOOK for Balloon Animal Twisters) ...and a New Balloon Animal Tutorial.** The microsocial encounter of balloon animal twisting can be enriched when twisters attend to learning, while also stimulating a child's curiosity and imagination. However, useful content about animals may be scattered across literatures and time-consuming for balloon animal twisters to assemble. Your mission is to create an engaging and useful handbook of facts, jokes, stories and more that can be associated with five balloon animals taught in this Workshop. ([This book](#) is a source of inspiration.) You may wish to include some content that speaks to themes which are important to you, such as our at-risk environment and the sanctity of animal life; or diversity, equity and inclusion (e.g. casting animals from different cultural perspectives). Your final deliverable is the handbook itself (less than 20 single-spaced pages with text and images), which should be graphic-designed and may take a print or digital format. Note that the book is a *reference book* ([Bates, 1979](#)), and therefore organize it accordingly. Your in-class presentation should explain the whole undertaking to your peers, and conclude with a new balloon animal tutorial.
- **Applying the Serious Leisure Perspective to INFORMATION SYSTEM Design in the Domain of Balloon Animal Twisting ...and a New Balloon Animal Tutorial.** At Session 3 of this Workshop we will learn a theoretical framework of leisure, the [Serious Leisure Perspective \(SLP\)](#). The SLP illuminates how balloon animal twisting can manifest in different expressions across society, namely: *casual leisure*, *project-based leisure* (occasional or one-shot), *serious leisure* (amateur, volunteer, hobbyist), or *devotee work*. Your assignment is to show how information phenomena, and thereby information systems, differ across these distinct expressions of balloon animal twisting. (This analysis will be explored at Session 3.) To that end, select two of the manifestations (e.g. balloon animal twisting as *casual leisure* and *serious leisure/hobby*) and design the rudiments of an information system or resource that is geared to the information needs of that particular community. Your final print deliverable (a report of less than 8 single-spaced pages with text and diagrams) should describe the two featured manifestations within the SLP, explain how your information system or resource serves them, and then illustrate the key elements and/or interface to the information system or resource. (Note that you do not have to build the information system—just describe and model it.) Your in-class presentation should explain the whole undertaking to your peers and conclude with a new balloon animal tutorial.
- **"TWISTED SISTERS" (An Entrepreneurial Intervention for Teenage Girls) ...and a New Balloon Animal Tutorial.** In Canada and around the world women earn less than men for the same work; this gender pay gap is worse for those who face multiple barriers, including racialized women, Indigenous women, and women with disabilities ([Statistics Canada](#)). In light of these statistics, your mission is to sketch an intervention for girls (ages 12-15) that affirms their creativity; boosts self-confidence; and teaches entrepreneurial and life skills. ([This article](#) and [another](#) from the library literature may provide ideas.) The intervention will be a 6-week balloon animal twisting program – called "Twisted Sisters" – that is offered through a public library. The program includes rudimentary twisting skills (both technical and social); a selection of personal information infrastructures (e.g. making a business card, website, or social media profile) associated with a balloon-twister's identity; and fortifies [life skills](#). With this general sketch in mind,

your mission is to further imagine and define the program's core components, namely, funding, recruitment, marketing, vision, content/curriculum, staffing, outcomes, and measurement. The final deliverable should be a print strategic plan (less than 8 single-spaced papers of text and images) for the "Twisted Sisters" program. (These elements are provided as inspiration only, and you may select a different set of key sections, as needed, so long as you successfully envision and communicate the program.) Your in-class presentation should explain the whole undertaking to your peers and conclude with a new balloon animal tutorial.

- **WEBSITE PROTOTYPE for an Amateur Balloon Animal Twister ...and New Balloon Animal Tutorial**

Some balloon animal twisters operate as amateurs (per the Serious Leisure Perspective) and use their capabilities to earn a small income. To do so, they must promote themselves online, often through a website with links to social media accounts, too. Your mission is to design such a website for an amateur balloon animal twister that you imagine. You may wish to analyze exemplars, since many exist, to extract a set of potential website features. Try to bring additional depth to this website prototype by drawing upon content from the Workshop. Naturally, you should include a personal profile, contact form, links to social media, testimonials (which can be fabricated for the purposes of this assignment), and perhaps multimedia with video (which may be placeholders). (Here is [one popular guide](#), and there are many resources of this kind.) Try to make the best balloon animal twister's website you have ever seen, with superb design, navigation, information structure, and fulsome content. Your written deliverable is a working prototype of the website, built upon a platform of your choice. Please consider making this new resource freely available to Workshop fellows, who may wish to launch amateur balloon animal twisting careers. Your in-class presentation should explain the whole undertaking to your peers and conclude with a new balloon animal tutorial.

PROFESSOR JENNA HARTEL'S WEEKLY OFFICE HOURS

Office hours this semester are Wednesday 2:30 to 4:00, online in Zoom at this link: <https://us02web.zoom.us/j/87947863070>. You may drop into the meeting at any time, though you may need to wait in the Waiting Room for others to finish. Alternatively, you may email me directly at jenna.hartel@utoronto.ca and I will reserve time for you (with no waiting). Most office hour visits last 10-15 minutes, though more time is possible if no other students are waiting. If you need to meet but are unable to attend these office hours, then email me (directly at the email above) and I will attempt to arrange a Zoom get-together for another time. Please note that I am usually available during class breaks or after class to discuss course-related topics, as well.

GRADING

Please consult the Faculty of Information's resources that will form the basis for grading in the course, namely: [Grade Interpretation Guidelines \(PDF\)](#), [University Assessment and Grading Practices Policy](#), and [Guidelines on the Use of Incomplete \(INC\), Standing Deferred \(SDF\), & Withdrawal \(WDR\)](#). See also the [grading policy on the governing council website](#).

ACCOMMODATIONS

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the [Accessibility Services Office](#) as soon as possible. Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let me know your needs, the quicker I can assist you in achieving your learning goals in this course.

To book an appointment with an Accessibility Advisor, please connect with the Accessibility Services front desk via email at accessibility.services@utoronto.ca or call (416) 978-8060. Consultation appointments are available to discuss any questions about the Accessibility Services registration process and/or potential accommodation support. The on-location Accessibility Advisor at the Faculty of Information is Michael Mercer.

EQUITY, DIVERSITY AND INCLUSION

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

STUDENT BEHAVIOUR

All students registered at the University of Toronto are still required to conduct themselves in a respectful manner whilst undertaking studies online. The Code of Student Conduct applies and will be enforced regardless of the physical location where students are undertaking their studies. Offences against other persons will not be tolerated whether committed in person or online.

STATEMENT OF ACKNOWLEDGEMENT OF TRADITIONAL LAND

"I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land."

ACADEMIC INTEGRITY

Please consult the University's site on [Academic Integrity](#). The Faculty of Information has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of the [University's Code of Behaviour on Academic Matters \(PDF\)](#). You should acquaint yourself with the Code. Please review the material in Cite it Right and if you require further clarification, consult the resource [How Not to Plagiarize \(PDF\)](#).

Cite it Right covers relevant parts of the U of T [Code of Behaviour on Academic Matters \(1995\)](#). It is expected that all Faculty of Information students complete the [Cite it Right module and the online quiz](#) prior to the second week of classes.

MISSED TESTS/EXAMS/LATE ASSIGNMENTS

With the written permission of the instructor, a 24-hour, penalty-free grace period is available to submit an assignment after the posted deadline; this flexibility is available a maximum of two times. Otherwise, one point will be deducted for each day that an assignment is late.

WRITING SUPPORT

As stated in the Faculty of Information's Grade Interpretation Guidelines, "work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects." With this in mind, please make use of the writing support provided to graduate students by the [SGS Graduate Centre for Academic Communication](#). The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the current [SGS Workshops Schedule](#) for more information.

HEALTH AND WELLNESS

The Faculty of Information has a dedicated Wellness Counsellor & Coordinator available to its students. Appointments are available Monday-Friday during the academic year.

Contact Health & Wellness, 416-978-8030 ext. 5, to book an appointment with a Wellness Counsellor or for questions about the counselling services. Students can request that they would like to meet with the "iSchool Counsellor" to access counselling on campus.

Students can also choose to see a counsellor during the academic year and over the summer at the Health & Wellness Centre, located at 700 Bay St., during its [hours of operation](#).

Numerous additional health, wellness, and counselling services are offered through the University of Toronto's Health and Wellness Centre.

You can access free mental health and wellbeing services at [Health & Wellness](#) such as [same day counselling](#), grief counselling, medical care, [skill-building workshops](#) and [drop-in peer support](#). You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5, to book an appointment or learn more at uoft.me/mentalhealthcare.

The Health & Wellness Centre's Medical Services Clinic provides a wide range of medical services for U of T students. These services include routine health care services, such as: [sexual and reproductive health counselling](#), [allergy care](#), [nutrition consultation](#), and support with many other health concerns. Call the medical services clinic at 416-978-8030 ext. 2 to schedule an appointment or [explore services online](#).

DECLARING AN ABSENCE IN ACORN

Students who miss an academic obligation and wish to seek academic consideration in a course may declare an absence using the ACORN Absence Declaration Tool. Students who declare an absence in ACORN should expect to receive reasonable academic consideration from their instructor without the need to present additional supporting documentation. Students can only use the ACORN Absence Declaration Tool once per academic term (e.g., the winter term) for a maximum period of 7 consecutive calendar days.

The ACORN Absence Declaration Tool requires students to select the course(s) in which they wish to have academic consideration granted, as well as provide the email address(es) of the relevant contact(s), (e.g. instructor, advisor, etc.) identified in their course syllabus. A record of the absence is sent to the self-provided email(s) at the time of submission, and a receipt of the absence declaration is also sent to the student's University of Toronto email address.

Submitting an absence declaration does not initiate the process of academic consideration. It is the student's responsibility to arrange for academic consideration by contacting the course instructor using the contact information provided in the syllabus.

Students who have already used one absence declaration in a term will be restricted from declaring any further absences using the ACORN Absence Declaration Tool. Students are required to arrange any further academic consideration directly with their instructor and / or student services advisor. Students may be asked to provide supporting documentation as evidence of their absences such as the University approved verification of illness form (VOI).

ACADEMIC DATES, DEADLINES, AND RELIGIOUS OBSERVANCES

[Academic Dates & Deadlines](#)

Conflicts with religious observances should be brought to the attention of the course instructor and the Office of the Registrar and Student Services no later than the second week of classes. For more information, please see the [Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances](#).

PERSONAL WORKSHOP CONTRIBUTION

This Workshop is a collaborative and participatory enterprise. Many small but important personal contributions will make the class experience great. Sign-up (by Friday, January 10th at 6:00 pm) for one personal contribution from the list below and follow-through with the commitment. (To sign-up, place your name once beside the yellow bar at this [Google Docs Page](#). Anyone who does not sign up by the date and time above will be randomly assigned.) This activity is listed as an assignment but is ungraded. Thank you for contributing to the Workshop.

CONTRIBUTION	REQUIREMENT	SESSION #		NAME
WELCOME AND ROOM SET-UP	Before 9:00, arrange tables into a U-shaped formation, with chairs in place. When the room is ready, stay at the door and welcome people to class.	2		
		3		
		4		
		5		
		6		
		2		
ROOM BREAKDOWN AND TIDYING UP	Return room to original condition and make sure there are no balloon animals or other Workshop items in the space.	3		
		4		
		5		
		6		
SESSION RECAP	At the end of class, provide a quick recap of key points; this is a simple, high-level review of the main content of the Session. (It does not need to be analytically complex or comprehensive.)	2		
		3		
		4		
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		6		
CLOSING WORDS	To close the Session, share an uplifting anecdote, quotation, or poem. It should have some relation to the themes of the Workshop.	2		
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REFRESHMENT	Contribute a baked good or other light snack. Please also bring a list of ingredients to alert anyone with food allergies or preferences.	6		
		2		
		3		
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