



**Childhood and Youth Studies 2215A (570)**  
**REPRESENTATIONS OF CHILDHOOD AND YOUTH**  
**Fall/ Winter 2025-2026**

**Instructor:** J. Drew

**Email:** jwdrew@uwo.ca

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**Course Information**

**Calendar Description:**

An introduction to the historically embedded words, metaphors, tropes, figures, narratives, and images of childhood and youth.

**Pre-or Corequisite(s):** Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.

**Extra Information:** 3 hours.

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** CYS

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



**CYS 2215A**  
**Representations of Childhood and Youth**  
**Fall 2025**

**Instructor:** John Drew, PhD

**Email:** [jwdrew@uwo.ca](mailto:jwdrew@uwo.ca)

**Mode of instruction:** In-person

**Course Information**

**Course Weight:** 0.5

**Prerequisites:** Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.

**Notice:** *Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be deregistered and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*

**Course Description**

An introduction to the historically embedded words, metaphors, tropes, figures, narratives, and images of childhood and youth. This course will consider key representations and discourses of modern childhood from the 17<sup>th</sup> century to contemporary times and engage with a range of texts and interpretive lenses that shape cultural perceptions of childhood and youth.

**Learning Outcomes**

This course invites you to critically examine how childhood and youth have been and continue to be represented in various forms of Western media, literature, and art. More specifically, you will learn how these representations have impacted broader cultural perceptions of childhood and youth as well as how they influence how children and youth perceive themselves.

By the end of this course, you should be able to:

1. **Identify** historical and contemporary cultural conventions informing representations of childhood and youth including metaphors, tropes, memes, and imagery.
2. **Understand** the relationship between textual representations of childhood and youth and how they are culturally received.
3. **Apply** knowledge of childhood and youth representational conventions to specific literary and media texts.
4. **Analyse** the conventions informing textual representations of childhood and youth and they are related to the perceptions and lived experiences of children and youth.

CYS 2215A contributes to Program Learning Outcomes 1, 2 and 4:

- **LO 1** - CYS students acquire a general knowledge of the key concepts, theoretical approaches and assumptions within the field of childhood and youth studies. They come to see children as competent social actors and understand the implications of this fact for children's participatory rights in a local, national and global contexts. Those who obtain an Honours Specialization (HSP) in CYS demonstrate the ability to assess issues and critique arguments about the politics of childhood, social justice for children, and children's rights and capabilities in various institutional contexts.
- **LO 2** - CYS students become familiar with interdisciplinary approaches to childhood and learn to evaluate and distinguish between them. Those who complete an HSP come to understand how these approaches intersect with other fields and disciplines, and formulate their own research questions in upper division seminars.
- **LO 4** - CYS students apply analytic tools within childhood studies, and defend their ideas and arguments in oral and written forms. HSP students conduct research in childhood studies. Apply and defend ideas and arguments in speech and writing and in communication with others.

### **Course Materials**

*All the Readings for this course will be made available at no additional cost on OWL Brightspace.*

There are no materials to purchase for this course.

### **Land Acknowledgement and Commitment to Truth and Reconciliation**

We acknowledge that King's campus is on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. We are inspired by and grateful for Indigenous ways of knowing that teach us the interdependency and interconnectedness of all life forms, and our relationship of mutual reliance and shared destiny with other people, animals, and the earth. Finally, awareness of past and ongoing colonial injustices, and how education and childcare contexts have been used as vehicles for perpetuating colonial violence, is essential for those committed to studying and working in childhood- and youth-related fields, as is the commitment to reconciling with Indigenous communities.

*"It is precisely because education was the primary tool of oppression of Aboriginal people and the miseducation of all Canadians, that we have concluded that education holds the key to reconciliation."*

**Justice Murray Sinclair**

## **Commitment to Student Wellness and Basic Needs**

If you face any challenges securing food or housing, you are encouraged to contact King's Accessibility Office at (519) 433-3491 ext. 7800 or email [acsd@kings.uwo.ca](mailto:acsd@kings.uwo.ca) for support. If you are comfortable doing so, I encourage you to approach me to discuss any such challenges as there may be course-specific ways that I can offer support. The King's Accessibility Office can assist with mental health, security, and/or marginalization supports.

## **Accessibility at King's**

If there is anything I can do to make the course more accessible for you, please let me know. For information on accessible routes, temporary service disruptions, feedback about the accessibility of services, and policies related to service animals, support persons, and assistive devices, please visit [King's Accessibility Website](#).

## **How can you succeed in this course?**

- As in all things, communication is vital, so remember to stay in touch with me! If you need help, clarification, or additional information you are welcome to email me at [jwdrew@uwo.ca](mailto:jwdrew@uwo.ca), speak to me before or after class, or we can set up an appointment to meet in person or via Zoom. Universities can be alienating environments, especially for new students, but it's important to remember that you can reach out if you are struggling. If I cannot help you directly, I will put you in touch with those who can.
- Come to class! This sounds simple but it's vital because the more present you are in the class the more comfortable you will be, and you will also be much more likely to succeed.
- Complete the readings to the best of your ability and take notes. Find out word meanings, mark key ideas, and keep notes on your responses. Some of the readings will be challenging and you may struggle to understand the content and ideas but asking questions is an integral part of our learning process. Identify the challenging parts and ask questions – chances are that others have the same questions. This will also help you participate more effectively in class. Readings can be found on the course OWL site.
- Be prepared to invest additional time outside of class (1-3 hours/week) for reading, note taking, and assignments.

## **Participation**

Active and ongoing participation is required and will constitute 15% of your final grade. This is not an attendance mark. It is a mark that rewards active engagement with the readings and discussion that emerges from course content. You are expected to share and contribute in-person and grading guidelines will be provided.

**Fully participating** in this course means you do the following things:

1. Read the *syllabus* carefully and engage with it regularly throughout the duration of the course.
2. Be disciplined, professional, engaged, responsible for your own learning progress, and contribute to the growth of our learning community.
3. Do your **reading(s) before** you come to class. Much of your participation mark will be based on how you integrate ideas from the readings into class discussions.

Note the **Assessment weights and due dates** chart below. Start working on your assignments early, not at the last minute.

Announcements will be posted on the course home page and sent to your Western email. Check your Western email daily.

Important university dates (Add/Drop deadlines, the exam period and Study Days, etc.) are posted online, see [this page on Academic Dates and Events for Western University](#).

### **What expectations for ethical behaviour, politeness, and honesty govern our interactions?**

In this class, we will be discussing a range of issues that are integral to the field of Childhood and Youth Studies. Sometimes these issues provoke feelings of discomfort or points of disagreement. At the university level, we aim to challenge many of our preconceived notions of the world and to engage the course material in the spirit of thoughtful and critical practice. We should feel comfortable disagreeing but always express our disagreement in respectful and generous terms. Disagreement is often a generative element of discussion that can challenge others to reassess a long-held position, and this includes me. I don't expect you to always agree with me and I encourage you to express alternative perspectives, but to do so respectfully as well as rigorously by providing persuasive supporting rationales or evidence.

We are committed to establishing an anti-oppressive learning environment and equity, diversity and inclusion is a responsibility of all members of the King's community. See code of student responsibilities:

<https://www.kings.uwo.ca/kings/assets/File/currentStudents/studentLife/conduct/student-code-of-conduct.pdf>.

This requires that we listen carefully to those who are sharing in the classroom and allow them to finish their thoughts before speaking ourselves. We honour each other's preferred names and pronouns and respect the diverse languages and experiences that enrich the classroom.

All assignments **must be done by you**, following the instructions outlined on the course OWL site. You may be asked to submit your work to plagiarism or AI detection software. Academic integrity is essential and [Western's scholastic discipline policy](#) applies. **You are not permitted to use artificial intelligence (AI) tools such as Chat GPT** as you will be hindering your own

academic development. Moreover, AI tools frequently produce incorrect, biased, and sometimes prejudiced and offensive statements.

### Assessment weights and due dates

Each student will be given feedback on, and assigned a grade for the following written work:

Assessment	Weight	Due date/time
Responses (Best 5 out of 6)	10% (5 x 2%)	Various
Quiz	10%	Sept. 29
Midterm Exam (Designated Assessment)	25%	Oct. 27
Participation	15%	Ongoing
Final Exam	40%	TBD
	<b>100%</b>	

**In-class Responses:** In six classes, you will complete a short (typically one paragraph) response, normally based on the assigned reading or film. You must be present in class to complete these assessments and the best five out of six will determine your final grade. No alternatives or makeups will be provided. If you are present for and complete all six, every point you earn will be awarded (i.e., in theory, you could get 12/10).

**Quiz:** A 20-minute, short answer quiz.

**Midterm Exam:** A 90-minute exam comprised of short and medium length answers.

**Participation:** In-class participation through thoughtful, correct, and/or intellectual curious engagement in class discussions. Each class you will earn a score out of 15 for the quantity and quality of your contributions. The lowest daily score for each student will be dropped when the final participation grade determined at the end of the semester. In other words, one zero or low grade is automatically 'forgiven.' Any others will contribute to your final participation mark. Please note how much a zero pulls down an otherwise good participation grade. At the midpoint of the course you can request feedback on how your contributions have been to date.

**Final Exam:** A 3-hour exam assessing your knowledge of the full content of the class. It will be comprised of a series of short answer responses and an essay question.

**Any absences are governed by the university academic consideration policy and documentation must be submitted to the absence portal. Note that the midterm is the designated assessment.**

Assessment follows Western grading criteria, including for the daily participation marks:

### Western's Grading Guidelines

- **A+ (90 - 100%)** – One could scarcely expect better from a student at this level
- **A (80 - 89%)** – Superior work which is clearly above average
- **B (70 - 79%)** – Good work, meeting all requirements, and eminently satisfactory
- **C (60 - 69%)** – Competent work that meets requirements
- **D (50 - 59%)** – Fair work, minimally acceptable
- **F (<50%)** – Below expectations (or assigned when course is dropped with academic penalty)

### Writing 2215A Schedule: Readings, Lessons, and Writing

<b>WEEK NUMBER and CLASS DATE</b>	<b>READINGS</b>	<b>TOPICS</b>	<b>Key Dates</b> Go to the ASSIGNMENTS section in OWL
<b>Week 1</b>       <b>Sept. 8</b>	<ul style="list-style-type: none"> <li>• Course outline</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Introduction to childhood and youth discourses and representations</li> </ul>	<p><b>Daily contribution marks begin today.</b></p> <p>Sept. 12: Last day to add or drop a full (1.0) course, or a first term half (0.5) course. Courses dropped by this date will not appear on a transcript; no fee penalty</p>
<b>Week 2</b>       <b>Sept. 15</b>	<ul style="list-style-type: none"> <li>• Gee, J.P. "An Introduction to Discourse Analysis: Theory and Method," p. 1-10</li> <li>• Maity, N. "Damsels in Distress: A textual Analysis of Gender Roles in Disney Princess Films," p. 1-4</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to discourse analysis and literary devices</li> <li>• Examining the linkages between discourses, devices, and representations</li> <li>• Introduction to media analysis</li> </ul>	
<b>Week 3</b>       <b>Sept. 22</b>	<ul style="list-style-type: none"> <li>• Ryan, P. "Discursive Tensions on the Landscape of Modern Childhood"</li> <li>• Bradstreet, A. "Childhood" and "Before the Birth of One of Her Children"</li> <li>• Bunyan, J. Selected poems from <i>The Book for Boys and Girls</i></li> </ul>	<ul style="list-style-type: none"> <li>• The discursive constructions of childhoods</li> <li>• Historical and contemporary discourses of childhood</li> <li>• Identifying discursive tensions in representations of childhood and youth</li> </ul>	

		<ul style="list-style-type: none"> <li>• The Conditioned Child: Puritan representations of childhood and youth</li> </ul>	
<b>Week 4</b>  <b>Sept. 29</b>	<ul style="list-style-type: none"> <li>• Read "<a href="#"><u>Truth and Reconciliation Calls to Action for Child Welfare and Education.</u></a></li> <li>• Varley, A. "<a href="#"><u>You Don't Just Get Over What Happened to You: Story Sharing, Reconciliation, and Grandma's Journey Through the Child Welfare System</u></a>"</li> </ul> <p>Watch "Reservation Dogs" Season 1, episode 1. (Available on Disney+. Free trials are available.)  <b>Content Warning:</b> References to settler/colonial violence and ecological destruction</p>	<ul style="list-style-type: none"> <li>• Decolonizing discourses and representations of childhood and youth</li> </ul>	<b>Quiz</b>
<b>Week 5</b>  <b>Oct. 6</b>	<p>Blake, W. Selected poems from <i>Songs of Innocence</i> and <i>Songs of Experience</i></p> <ul style="list-style-type: none"> <li>• Wordsworth, W. "Ode: Imitations of Immortality from Recollections of Early Childhood.</li> <li>• Coleridge, S. "Frost at Midnight"</li> </ul>	<ul style="list-style-type: none"> <li>• The Authentic Child: Romantic era representations of childhood and youth</li> </ul>	
<b>Week 6</b>  <b>Oct. 13</b>	<p>Thanksgiving weekend (no class)</p>		
<b>Week 7</b>  <b>Oct. 20</b>	<p><b>In-class screening:</b> <i>The Lord of the Flies</i> (Dir. Peter Brook, 1963)</p>	<ul style="list-style-type: none"> <li>• Discursive, colonial, racial and gender tensions in literary/cinematic</li> </ul>	

	<ul style="list-style-type: none"> <li>Konc, R. "Excerpts from an All-Girls Remake of <i>Lord of the Flies</i>"</li> </ul>	representations of childhood and youth	
<b>Week 8</b>			<b>Midterm</b>
<b>Oct. 27</b>			
<b>Reading Week</b>	No classes		
<b>Week 9</b>	<ul style="list-style-type: none"> <li>Russell, P. "Parallel Fantasies"</li> <li>Bertzfield, H. "The Secret Garden and Anne of Green Gables: Nature vs. Nurture and Childhood Escapism"</li> <li><b>In class screening of <i>The Secret Garden</i> (Dir. Agnieszka Holland, 1993)</b></li> </ul>	<ul style="list-style-type: none"> <li>Childhood escape into the imaginary</li> <li>Discourses of childhood development</li> </ul>	
<b>Nov. 10</b>			
<b>Week 10</b>	<ul style="list-style-type: none"> <li>Watch <i>14 Up</i> (Dir. Michael Apted, 1970) Available on Youtube</li> <li>Moran, J. "Childhood, Class and Memory in the Seven Up Films"</li> <li>Bruzzi, S. "Children in Documentaries" Or the Camera Never Lies"</li> </ul> <p><b>In-class Screening: <i>Mad Hot Ballroom</i> (Dir. Marilyn Argelo, 2005)</b></p>	<ul style="list-style-type: none"> <li>Children's representations in documentary</li> <li>Ethics of children's participation in documentaries</li> <li>Children and class</li> </ul>	
<b>Nov. 17</b>			
<b>Week 11</b>	<ul style="list-style-type: none"> <li>Diepeveen, S. "How Does Social Media Influence Gender Norms Among Adolescent Boys?"</li> </ul>	<ul style="list-style-type: none"> <li><b>Digital media and meme representations/discourse and their influence on children and adolescence</b></li> </ul>	
<b>Nov. 24</b>			
<b>Week 12</b>	<ul style="list-style-type: none"> <li>Olesen, T. "Greta Thunberg's Iconicity: Performance and Co-</li> </ul>	<ul style="list-style-type: none"> <li>Digital discourses and representations continued.</li> </ul>	<b>December 1:</b> Last day to withdraw from a Fall 12-week course resulting in a grade of 'WDN'

<b>Dec. 1</b>	performance in the social media ecology” <ul style="list-style-type: none"> <li>• White, E.B., <i>Charlotte’s Web</i>, Chapters 1-3</li> </ul>	<ul style="list-style-type: none"> <li>• Childhood and youth and ecological discourses and representations</li> </ul>	(withdrawn, without academic penalty).
<b>Week 13</b>		<ul style="list-style-type: none"> <li>• Exam Review</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Student Questionnaire on Courses and Teaching (SQCT) for this course</li> </ul>
<b>Dec. 8</b>			

Good luck and have a great term!

## **COURSE POLICIES:**

### ***CYS AI Prohibition Statement:***

Intentional usage of artificial intelligence or language generation or translation applications by students to summarize readings or complete assigned work for this course must be approved by the instructor and noted by the student in the submitted work itself. This mandate does not refer to aspects of AI programming embedded into applications such as Word, Chrome, etc. It applies to all intentional usage of AI as a 'co-reader' or 'co-writer.' Students must do their own reading and writing to construct their own voices as democratic citizens. They are not allowed to write text and feed it into a computer application to improve it or translate it. Asking an application to compose text and then changing words before submitting it as your own, constitutes plagiarism. The use of Grammarly or similar applications is prohibited. Using plagiarism checkers to see if plagiarized text has been altered enough to avoid detection is itself a form of academic dishonesty. Students must compose text, choose words, construct logic flow, structure sentences and paragraphs using their own minds and in response to what they read, hear, and experience. When you borrow words or ideas from another person or from a machine this must be placed in quotation marks and properly cited.

### ***CYS Late Penalty Statement:***

Penalties for late papers or projects may be avoided if extensions are requested in advance. Otherwise, a two-mark deduction will be taken for each of the first five days it is late (including weekends). After 5-days without communication, a zero will be assigned.

Students are expected to schedule appointments and other responsibilities around class time. To be excused from participatory requirements (attendance or homework, etc.) due to temporary illness or an unavoidable scheduling conflict, contact the instructor directly via email as soon as you are aware of the problem. Ordinary problems of this nature do not require documentation or communication with the Dean's Office; they will be dealt with by the course instructor.

If a student experiences a disruption in their ability to study or participate in the course for more than one week, or if there is a personal loss or trauma of a serious nature, they may request more extensive accommodations, counselling, and other forms of help. The best way to do this is to contact the instructor and/or the Academic Dean's Office.

**KING'S UNIVERSITY COLLEGE**  
**GENERAL COURSE POLICIES**  
**2025-2026**

## **1. Academic Accommodations, Consideration for Absences**

### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams and tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

### **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King's University College:  
<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University

College: <http://www.kings.uwo.ca/current-students/campus-services/student-supportservices/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:  
[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King's University College:  
<https://www.kings.uwo.ca/current-students/academic-resources/>

### **GBSV Support:**

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:  
<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safecampus/gender-and-sexual-violence/>

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### **3. Statement on Use of Electronic Devices**

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammarchecking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

### **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

### **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.