



**Childhood and Youth Studies 1025G (570) (571) (572) (573) (574)**  
**INTRODUCTION TO CHILDHOOD AND YOUTH STUDIES**  
**Fall/ Winter 2025-2026**

**Instructor:** D. Bendo

**Email:** dbendo2@uwo.ca

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### **Course Information**

#### **Calendar Description:**

An overview of the study of childhood and youth in contemporary humanistic and social scientific disciplines focusing on the concept of childhood as it is socially, historically, and culturally constructed. Emphasis is given to understanding children's perspectives, the discursive and structural position of childhood in modern culture and social institutions.

**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 1025G**

**Section 570**

**2026**

**Introduction to Childhood and Youth Studies**

**Instructor Information:**

**Professor:** Dr. Daniella Bendo

**Email:** dbendo2@uwo.ca

**To contact me:** email dbendo2@uwo.ca (**ensure you add the class course number in the subject line**). I will try to return a response within 48 business hours (Mon - Fri 9:00 am – 5:00 pm). If you do not hear from me within 48 hours, please send a follow up email.

**Office Hours:** Office hours can be found on Brightspace.

**Lecture:** CYS 1025 is planned as a real-time course in person, on campus. Please note that every lecture will be delivered live in person, on campus.

**Tutorials:** All weekly tutorials will take place live in person, on campus each week. Please check your weekly tutorial time and date as students are required to attend tutorial in person, on campus.

Tutorials are listed below. For questions pertaining to tutorial assignments, please email your designated tutorial leader

571 – Rachel Pye (rpye4@uwo.ca)

**572 – Marcy Gallant (mgalla53@uwo.ca)**

**573 – Marcy Gallant (mgalla53@uwo.ca)**

**574 – Daniella Bendo (dbendo2@uwo.ca)**

## **Land Acknowledgement**

“We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In our region, there are eleven First Nations communities, as well as a growing indigenous urban population. King's University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America).” King’s University College at Western.

It is my goal in this class to challenge you to think critically about how assumptions and discourses about children and childhood impact all children from various social lines of difference. We will aim to critique how institutions, policies, and practices serve as sites of power in the lives of young people from various social locations.

## **Course Description:**

An overview of the study of childhood in contemporary humanistic and social scientific disciplines. The course focuses on the concept of childhood as it is socially, historically, and culturally constructed. Emphasis is given to understanding children's perspectives, the discursive and structural position of childhood in modern culture and social institutions.

**Antirequisites:** None

**Prerequisites:** None

*Unless you have either the requisites for this course or written special permission from your Dean to enroll 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.*

### **Learning outcomes:**

**LO1** - 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.

**LO2** - 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.

**LO4** – 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.

**LO 6** – CYS students come to appreciate that the way we position children and youth as persons shapes our policy positions and the research questions. HSP students develop the ability to place children's and youths' own experiences and perceptions at the center of research methods and policy/legal debate.

**LO 9** – CYS students gain the ability to communicate accurate information and clear arguments orally and in writing.

This course begins on January 5<sup>th</sup> and continues until April 6<sup>th</sup> 2026, honouring all important dates derived from University approved guidelines and academic policies  
<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>

Throughout the course you are expected to interact regularly with other students, your tutorial leader, and with me, as your professor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. This work may happen in smaller groups, or through opportunities to meet as a class. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on and use our course material (readings, discussions, lessons, etc) to amplify learning for everyone.

We will all be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our group. Welcome to our class!

### **Marking Norms**

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, meeting requirements

D 50-59 Fair work, minimally acceptable

F below 50 Fail

### **Required text:**

McNamee, S. (2016) *The social study of childhood: An introduction* London: Palgrave Macmillan

### **Physical copies are available through the Western bookstore/library at the following link:**

For purchase (\$79.00):

[https://bookstore.uwo.ca/textbook-search?campus=KC&term=W2025B&courses%5B0%5D=570\\_KC/CYS1025G](https://bookstore.uwo.ca/textbook-search?campus=KC&term=W2025B&courses%5B0%5D=570_KC/CYS1025G)

Free of charge:

[https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL\\_UWO/r0c2m8/alma991015531719705163](https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991015531719705163)

Other readings as may be directed in class/on Brightspace through ARES (free of charge).

Please review the Truth and Reconciliation Calls to Action – (read all calls to action but pay particular attention to page 1-4 on child welfare, education, justice).

[https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls\\_to\\_action\\_english2.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf)

**Course Evaluation:**

**Tutorial:** Group Presentation (20%)

**Assignment 1:** Film Analysis Essay Workshop deliverable (5%) and Essay (30%)

**Assignment 2:** In-person Exam (35%)

**Active and Informed In-class Participation:** (10%)

**\*ALL ASSIGNMENTS ARE TO BE SUBMITTED ONLINE VIA Brightspace (PLEASE DO NOT SUBMIT PHYSICAL COPIES OF YOUR ASSIGNMENTS TO YOUR TUTORIAL LEADER).**

Attendance

*Please note: **you must attend at least 75% of classes** to pass this course. Attendance in both Lecture and Tutorial is vital.* A student may be debarred from writing the final exam for failure to maintain satisfactory academic standing throughout the year. 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.

\*Due warning means that the instructor has advised the student in writing/email of the nature of the unsatisfactory performance (i.e., absent too frequently from class), and the consequence of continued unsatisfactory performance (i.e., if another class is missed, the instructor will advise the department and request the student be barred from writing the final exam).

Weekly Schedule – Winter 2026

<i>Week</i>	<i>Topic</i>	<i>Reading</i>	<i>Tutorial question(s)</i>	<i>Notes for Lecture &amp; Tutorial</i>
Jan 5th	Introduction	Please read course syllabus	<i>General introduction</i>	<b>Tutorial Group Presentation Instructions</b>

				Groups Created & Dates Selected in Tutorial for Group Presentations
Jan 12 <sup>th</sup>	Histories of childhood	Course text, chapter 1	<p><i>Why do we need to explore histories of childhood?</i></p> <p><b>Please also watch 'Echos from the Past' – Cindy Blackstock</b></p> <p><a href="https://www.youtube.com/watch?v=9AAVu2-nzQ">https://www.youtube.com/watch?v=9AAVu2-nzQ</a></p> <p><b>Please also read:</b></p> <p>Chen, X., Raby, R., &amp; Albanese, P. (2017). Introduction: Taking Stock and Claiming Space for the Sociology of Childhood and Youth in Canada. In <i>The Sociology of Childhood and Youth in Canada</i> (pp. 1–20). Canadian Scholars.</p> <p>Hanson, E., Gamez, D., &amp; Manuel, A. (2020, September). <i>The Residential School System</i>. Indigenous Foundations. <a href="https://indigenousfoundations.arts.ubc.ca/residential-school-system-2020/">https://indigenousfoundations.arts.ubc.ca/residential-school-system-2020/</a></p>	<p><b>Tutorial Sample Presentation and group contracts for presentations completed</b></p> <p><b>Chosen film for analysis shared in lecture</b></p>
Jan 19 <sup>th</sup>	Ways of seeing childhood theoretically 1: Psychology and Sociology – the becoming child	Course text, chapter 2	<p><i>What is missing from psych/soc approaches?</i></p> <p><b>Please also read:</b></p> <p>Woodman, D., &amp; Bennett, A. (2015). Chapter 1: Cultures, Transitions, and Generations: The Case for a New Youth Studies. In <i>Youth Cultures, Transitions, and Generations: Bridging the Gap in Youth Research</i> (pp. 1–15). Palgrave Macmillan UK.</p> <p><a href="http://ebookcentral.proquest.com/lib/west/detail.action?docID=4008578">http://ebookcentral.proquest.com/lib/west/detail.action?docID=4008578</a></p>	<p><b>Tutorial Sample Presentation</b></p> <p><b>Discussions about paper assignment</b></p>
Jan 26 <sup>th</sup>	Ways of seeing childhood theoretically 2: The 'new' paradigm of the social	Course text, chapter 2	<p><i>What is a child/youth? What is childhood/adolescence?</i></p> <p><b>Please also read:</b></p> <p>Tyyskä, V. (2001). Introduction. In <i>Long and winding road: Adolescents and youth in Canada today</i> (pp. 3–31). Canadian Scholars' Press.</p>	<p><b>Tutorial Film Analysis Essay Workshop</b></p>

	study of childhood – the child as human being		<a href="https://books-scholarsportal-info.proxy1.lib.uwo.ca/uri/ebooks/ebooks0/gibson_crkn/2010-12-16/1/10191711">https://books-scholarsportal-info.proxy1.lib.uwo.ca/uri/ebooks/ebooks0/gibson_crkn/2010-12-16/1/10191711</a>  Spyrou, S. (2019). An Ontological Turn for Childhood Studies? <i>Children &amp; Society</i> , 33(4), 316–323. <a href="https://doi.org/10.1111/chso.12292">https://doi.org/10.1111/chso.12292</a> <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_journals_2238574952">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_journals_2238574952</a>	<b>Must come to class with film watched and scene chosen</b>
Feb 2 <sup>nd</sup>	Childhood research	Course text, Chapter 3	<i>What are the possibilities of involving children in research?</i>	<b>Tutorial Group Presentations Begin</b>
Feb 9 <sup>th</sup>	Children’s rights and citizenship	Course text, chapter 4	<i>Why do you think children’s rights are not fully implemented?</i>	<b>Tutorial Group Presentations</b>
Feb 14-22	<b>READING WEEK</b>	<b>NO CLASS</b>	<b>NO CLASS</b>	<b>NO CLASS</b>
Feb 23 <sup>rd</sup>	Childhood and family	Course text, chapter 6	<i>Who has power in families?</i>	<b>Film Analysis Paper due Feb 27 at 11:59 pm</b>  <b>Tutorial Group Presentations</b>
Mar 2 <sup>nd</sup>	Children at school	Course text, chapter 7	<i>What is the point of school?</i>  Please read the following article on Shannen’s Dream:  <a href="https://fncaringociety.com/shannens-dream">https://fncaringociety.com/shannens-dream</a>	<b>Tutorial Group Presentations</b>
Mar 9 <sup>th</sup>	Children, play and leisure	Course text, chapter 9	<i>Who says what is ‘good’ play and why?</i>	<b>Tutorial Group Presentations</b>
Mar 16 <sup>th</sup>	Crime and childhood: why the ways that	Course text chapter 5	<i>Does age and childhood status matter when children commit crimes?</i>  <b>Please also read:</b>	<b>Tutorial Group Presentations</b>

	we see childhood and children matters		Silcox, J. (2022). Youth crime and depictions of youth crime in Canada: Are news depictions purely moral panic? <i>The Canadian Review of Sociology</i> , 59(1), 96–114. <a href="https://doi.org/10.1111/cars.12370">https://doi.org/10.1111/cars.12370</a>	
Mar 23 <sup>rd</sup>	Working children, globalisation and diversity	Course text, chapters 8 and 11	<i>How well do global polices for children work?</i>  <b>Please also read:</b> Finn, J. L., Nybell, L. M., & Shook, J. J. (2010). The meaning and making of childhood in the era of globalization: Challenges for social work. <i>Children and Youth Services Review</i> , 32(2), Article 2. <a href="https://doi.org/10.1016/j.childyouth.2009.09.003">https://doi.org/10.1016/j.childyouth.2009.09.003</a>	<b>Tutorial Group Presentations</b>
Mar 30 <sup>th</sup>	Exam Review	None Required	Closing Remarks	<b>Review &amp; Wrap Up</b>

## Assignments

### 1. Weekly Tutorials - Group presentation: 20% (group mark)

**Due:** Assigned Date (*Send ppt day before tutorial date via email to tutorial leader*)

**Format:** 20-25 min Presentation+4 discussion questions, (1 source for the topic, and minimum 1 course reading and 1 peer-reviewed academic source)

**Choose a topic:** Choose a current issue example that allows you to explore and discuss the weekly topic in greater detail.

**Find a resource related to that example:** Choose one main resource (can be non-academic source like a news article, magazine article, etc.) that highlights the issue. Your presentation should focus on this issue/resource from the onset.

**Make a PowerPoint (or similar tool):** Use your presentation slides as the main material to guide and support your talk. You'll be leading a discussion with the class, so make sure your slides are clear and well-organized. (Tip: 3-5 bullets per slide, size 18-20pt size font)

**Create four discussion questions\*:** These questions should help your classmates think more deeply about the topic and start a group discussion. Your classmates are expected to take part in the conversation as part of their participation marks.

**Cite your material:** Include a reference page and provide in-text citations on each slide

A rubric will be provided—make sure you follow all the listed requirements.

\*You will not be formally marked on how well you encourage discussion and engagement from the group but you are required to take the lead on reviewing your presentation/group presentation and facilitating the group presentation/discussion with your peers

## **2. Film Analysis Paper: 5% Essay Workshop Deliverable + 30% Essay**

For this assignment, you will critically analyze one specific scene from the film option provided (2<sup>nd</sup> week lecture). You must select a scene no longer than 5 minutes in duration and include a clear **time stamp** (e.g., 00:32:10–00:37:00). Your analysis must engage with **one of the following discourses** on childhood and youth: **Romantic, Puritan, Sociological, Psychological, and the New Social Paradigm.**

**Essay Workshop Deliverable – Due the week of Jan 26<sup>th</sup> at the end of your tutorial**

**Value: 5% for completion**

**Format:** 1 page, completed during tutorial

Come to class having watched the film, selected a specific scene. During the tutorial, you will complete an in-class essay workshop activity by hand—no electronic devices allowed. You will work individually on the written task, but group discussion and collaboration will be encouraged throughout the session. Take a picture upon completion and submit it on OWL Brightspace.

**Essay-Due: Feb 27<sup>th</sup> at 11:59 pm**

**Value: 30% \* Please also view the rubric for additional details.**

**Format:** 5 pages (not including title page) APA–style bibliography (Times New Roman, 12point font, double spaced, minimum of 4 sources (min 2 course readings **one of these sources must be the course text**, one lecture source, and 2 external peer-reviewed academic sources)

**Part 1:** Using the various sources, you will examine how the selected scene constructs childhood/youth through the lens of your chosen discourse. You should consider

how the film's thematic elements contribute, reinforce or challenge this understanding of childhood and youth discourse.

**Part 2:** Demonstrate how the key childhood discourse represented in the film remains relevant in everyday life, provide a clear example in your discussion (draw on source(s) to support your example). Critically unpack the advantages and disadvantages of this discourse in our society.

### Essay Checklist:

- **APA Title Page**
- **Introduction:** Introduce/explain the film scene (with time stamp) you have selected and highlight the key childhood discourse that it portrays (approx. ½ – ¾ pg).
- **Part 1:** Using the various sources, you will examine how the selected scene constructs childhood/youth through the lens of your chosen discourse. You should consider how the film's thematic elements contribute, reinforce or challenge this understanding of childhood and youth discourse. (approx. 1½ - 2 pgs)
- **Part 2:** Demonstrate how the key childhood discourse represented in the film remains relevant in everyday life, provide a clear example in your discussion (draw on source(s) to support your example). Critically unpack the advantages and disadvantages of this discourse in our society. (approx. 1½ - 2 pgs)
- **Conclusion:** conclude by summarizing your paper (approx. ½ – ¾ pg).
- **APA reference page-** minimum 5 sources

### 3. In Person Exam: 35%

**Due: TBD April Exam Period**

The final exam will be an in-person exam comprised of case study examinations requiring long answer responses (i.e., not multiple choice) based on lecture content, the textbook and other readings, pod-cast episodes/other videos provided in class.

### 4. Active and Informed In-class Participation (10%)

Student participation will be evaluated based on active, informed, consistent and thoughtful oral participation in tutorial discussions each week. This participation mark is based on your understanding and analysis of the readings, films, guest lectures and other lecture material. **Simply coming to tutorial does not garner participation marks** – this mark is based on your active involvement in discussions and activities.

\*Instructor reserves the right to modify course outline.

## **CYS Policy for Late Submissions**

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.

## **AI Usage Policy**

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.

## **Grading Scale**

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, meeting requirements

D 50-59 Fair work, minimally acceptable

F below 50 Fail

### **Support Services**

- Accessibility, Counselling and Student Development at King's University College
- <https://www.kings.uwo.ca/current-students/student-services/>
- Mental Health@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/)
- Indigenous Student Centre  
<https://indigenous.uwo.ca/students/supports/index.html>
- Academic Support Services at King's University College:  
<https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/academic-deans-office/>
- University Students' Council offers many valuable support services for students, including the health insurance plan: <https://westernusc.ca/your-services/>

**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.

Friday Make-Up Exams may only be written with the instructor's consent.

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 you 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.