



**Childhood and Youth Studies 2257G (570)**  
**CHILDREN, CHILDHOOD, AND THE MEDIA**  
**Fall/ Winter 2025-2026**

**Instructor:** W. Malik  
**Email:** wmalik6@uwo.ca

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### **Course Information**

#### **Calendar Description:**

This course explores the historical and contemporary images of children and childhood in the media and addresses the impact that this has on media culture today. It will also examine how children are presently engaging with and contributing to the multiple media platforms along with the risks and problems.

**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.

**Department of Childhood and Youth Studies**  
**King's University College at Western University - Canada**  
CYS 2257G - CHILDREN, CHILDHOOD, & MEDIA

**Winter 2026**

**Day/Time/Mode of Delivery: Online Synchronous, Mondays, 8:30am-11:30am**

**Instructor:** Waseem Malik

**Virtual Office Hours:** via zoom Friday 6:30pm-7:30pm (by appt)

**Email:** wmalik6@uwo.ca

**Phone:** 000000000 ext. TBA

**Course Description:**

This course explores the historical and contemporary images of children and childhood in the media and addresses the impact that this has on media culture today. It will also examine how children are presently engaging with and contributing to the multiple media platforms along with the risks and problems.

**Further Course Description:**

CYS 2257G examines local and global children's cultures, media practices, ways of communication, and use of technology in social, economic, political and geographic contexts. The course offers opportunities to explore media practices in present moment and analyses how contemporary cultural practices are rooted in historical contexts and how both children and media compliment each other and shape their new types of relationships. The course further explores children's media production, consumption, resistance, and agency which enable them to have their voices heard and form their distinct and hybrid identities as engaged citizens.

The course texts consist of real-life stories of young people from across the world and examines power dynamics that form their identities and explains how young people are the shapers of their own unique cultures. Using multidisciplinary and interdisciplinary perspectives, this course examines macro and microstructures and their influence on children, childhood and media.

**Course Organization:**

This course will be delivered online synchronously, as outlined in the course schedule. All lectures will be delivered online via Zoom in real time. The Zoom link for the lectures is provided on the Brightspace website. Please keep in mind that Zoom classes operate differently from in-person sessions. Due to shorter attention spans online, frequent pauses for questions can disrupt the flow of the lecture. To ensure a smooth and fair experience for everyone, please hold your questions and comments until the end of the lecture. You're welcome to stay after class if you have additional questions or comments.

"In Person via Zoom" (synchronous) course requires students to attend class during the scheduled class time via Zoom which is 8:30am on Mondays. Students should only remain enrolled in this course if they have no other commitments on Mondays from 8:30am to 11:30am for lecture schedules. The course Brightspace website is your central access point for all course

materials, activities, and assignments. Class announcements will be made via Brightspace as well. The lectures will serve to enrich, clarify, and illustrate course concepts and ideas from the assigned readings, but should not be taken as a substitute for those readings. Supplementary visual and other texts might be incorporated to enhance weekly course themes.

Students are expected to work through their assigned course materials on a weekly schedule. In lectures, real-time participation and discussion will take place. They are the main platform for students' engagement with class discussions.

### **Course Learning Outcomes**

Students will learn following skills:

- To developed sense of the multiplicities of children, childhood, media and their cultures from diverse backgrounds and histories.
- To understand the ways in which children are represented in media and the ways in which children represent themselves.
- To explore new media production, consumption and distribution practices by young people.
- Media (mis)representation of children and youth.
- Media anxiety, moral panic and children's agency.
- Researching children, childhood, media and cultural practices.

### **CYS 2257 G contributes to Program Learning Outcomes 1, 4, 9:**

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

### **Required books, Articles and Other Texts:**

All required readings can be found on the Brightspace website under the "Weekly Topics and Readings". All readings are online accessible. If you need assistance finding course readings, please visit Western University Libraries at <https://www.lib.uwo.ca/>. You do not need to purchase a textbook or course kit for this course.

**Please note** that you are expected to complete all the required readings for a given topic before the lectures in which the topic will be discussed (that is, before the weekly lecture sessions). There are also additional readings such as videos, audio recordings, and websites for this

course.

- ❖ Bolshaw, P., & Josephidou, J. (2023). Children's media lives. In *Understanding the Media in Young Children's Lives* (1st ed., pp. 11–23). Routledge. <https://doi.org/10.4324/9781003121206-3>
- ❖ Christensen, P. M., & James, A. (2017). *Research with children: perspectives and practices* (Third edition.). Routledge. <https://doi.org/10.4324/9781315657349>
- ❖ Kubow, P. K. (2023). *Contestations of Citizenship, Education, and Democracy in an Era of Global Change: Children and Youth in Diverse International Contexts* (P. K. Kubow, Ed.). Taylor & Francis.
- ❖ Mitchell, C., & Reid-Walsh, J. (2005). *Researching children's popular culture*. Routledge.
- ❖ Osgerby, B. (2020). *Youth Culture and the Media: Global Perspectives* (Second edition, Vol. 1). Routledge. <https://doi.org/10.4324/9781351065269>
- ❖ Schissel, B. (2006). *Still blaming children: youth conduct and the politics of child hating*. Fernwood Pub. <http://www.loc.gov/catdir/enhancements/fy0704/2006497122-b.html>
- ❖ Tsaliki, Liza., & Chronaki, Despina. (Eds.). (2020). *Discourses of Anxiety over Childhood and Youth across Cultures* (1st ed. 2020.). Springer International Publishing. <https://doi.org/10.1007/978-3-030-46436-3>

### **CYS AI Usage Clarification 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.

### **CYS Absence / Late Policy:**

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.

### Evaluation

Your final grade for the course will be based on the following items weighted as indicated:

<b>Participation and Engagement</b> (on going):	10%
Presentations:	10%
<b>Memory Work Assignment:</b> Three installments: 5+5+10 -Draft one & two due: Monday January 26, 2026 at 8.30am -Draft three due: Monday February 9, 2026 at 8.30am	20%
<b>Advocacy Letter Assignment</b> due: Monday February 23, 2026 at 8.30am	10%
<b>Research Project:</b> -Essay Topic and Working Thesis (10%): due Monday March 2, 2026 at 8.30am -Annotated Bibliography: (15%): due Monday March 23, 2026 at 8.30am -Research Essay: (25%): due Monday April 6, 2026 at 8.30am	50%
<b>Total:</b>	<b>100%</b>

### Grade Descriptors:

Grading for the course follows the letter-grade scale used in courses at Western's university:

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

### Zoom Etiquettes

To maintain a successful zoom lecture and engage in a productive learning environment, please note the following “do’s and don’ts” of the Zoom Classroom:

#### Do’s

- Please dress appropriately.
- Ensure that you are sitting in a quiet space
- Please ask members of your household not to interrupt, or be in the background, etc.
- Make sure your correct first and last name is documented on your Zoom screen.
- Please do pay attention to your background, lighting, and noise.

- Kindly mute yourself until you are required to speak.
- Use the Zoom functions to communicate if needed (raise your hand, answer yes/no, etc.).
- Be prepared to take notes.

### **Don'ts**

- Do not share the zoom access information for your class with others
- Do not enter the Zoom classroom under a different name.
- Do not take screenshots, cell phone pictures, or otherwise record the meeting. Explicit permission is needed to do so.
- Please, do not change your name during the meeting.
- Visibly move around during the class Zoom meeting.
- Chat, laugh, gesticulate or otherwise engage inside conversation with others during the Zoom Lecture.
- Please ensure that your face is visible, avoid sitting in front of a window or bright light.
- Have conversations with household members/friends off camera.
- Engage in texting, social media, work from other classes, or other distractions while in class. You are visible to all members of the course and can be disruptive.

Please, if you need to speak to someone in your home, or someone is speaking to you, please turn off your camera, and mute yourself.

## **Summary of Assignments and Other Important Information**

### **Participation and Engagement**

The required readings are central to the course. Students are encouraged to attend all lectures. Preparedness and regular attendance are vital to success in the course. Students are highly encouraged to participate and debate in academic discussion and take this opportunity to contribute what they have learned from the assigned readings, seminar discussions and peers' questions, comments and critique. You will be graded based on your active participation. Participation marks are earned based on your verbal contribution to class discussions, comments on assigned readings and their relation to life experiences. Please note that only attendance is not considered as participation. However, your attendance will be recorded for all lectures. It won't be logged ten minutes after lecture starts.

### **Use of Electronic Devices in Lectures**

Please turn off all devices which can distract lectures and peers. Please do not engaging in personal conversations during the lecture discussions.

Please ensure:

- That other electronic devices are OFF and your other internet browsers are closed unless required.
- Arrive with enough time to get settled. Lectures begin promptly.
- Only students registered in CYS 2257G can attend lecture. Guests who are not CYS 2257G registered students need the permission of the instructor.

Audio and video recording is not allowed in my lectures. Permission to audio-record classes is only granted to students through Student Disability Services and cannot be shared with other individuals.

### **Lateness Penalty**

Please see CYS Absence/Late Policy.

### **Group Oral Presentation**

The Presentation component is worth 10% of the course grade. A group of up to three students will present only once on their assigned topic during the fall semester. What is the purpose of Presentations? The Presentation is a mean of encouraging you to read material critically, summarize it concisely, and to generate questions for lecture discussions. The Presentation ensures that you are keeping up with the readings and thus increases the benefit you will receive from the lectures.

What are you being marked for?

- Grasp of the main points of the chapters / articles.
- Relevance of assigned readings with previously covered any course materials as well as real life experiences.
- Critical questioning and the quality of the class discussion generated.
- A relevant connection with real life situation.

Weekly presentations will be assigned in the first/second lecture meetings. The presentations are due in third lecture of the fall term i.e., Thursday September 18, 2025. Any missed presentation receives a grade of zero. Medical notes are required if you are ill on the due date.

### **Memory Work Assignment**

This assignment asks you to thoughtfully apply Mitchell's and Reid-Walsh's concept of 'memory-spaces' as a research strategy to one of your own childhood or youth memories. Like Mitchell and Reid-Walsh, you will 'approach memory as a deliberate or purposeful act' by using their method of 'first draft/second draft writing' in combination with their 'strategy for working with photographs.' Specific details will be provided.

### **Research Topic, Annotated Bibliography and Essay on Children and Youth Cultures and Media from a Particular Time and Place**

You will first do library search for academic sources relevant to your area of interest and finalize a research topic. Once your research topic and thesis statement are approved by TA, you will do research and develop annotated bibliography. Please see library sources for annotated bibliography format. Once you have a list of sources you develop an essay outline for your essay, selecting a specific time and place about which you would like to know more regarding the experiences of young people. It should contain sufficient information on the topic, main concept(s), research question, and a thesis statement which let your reader know that you have done sufficient work and ready to write your essay. This exercise prepares you to write an essay analyzing the extent to which relevant sources allow you to understand young people's own places, spaces, and media relationships. Detailed instructions for all these assignments will be provided.

## **Written Assignments**

All assignments will be typed, double-spaced, on one side of white paper, in 12-point size in font Times New Roman, with one-inch margins on all sides. All assignments will use APA documentation style and format, including parenthetical in-text citations and a Works Cited. For more on APA documentation style, see the current edition of APA Publication Manual (i.e., APA 7).

## **Assignment Submission**

Proper academic performance depends on you doing your work not only well, but on time. Accordingly, assignments for this course must be received on the due dates specified for the assignments. Assignments are to be submitted to assignment specific TURNITIN folders on the Brightspace.

## **Email Policy**

No teaching and learning are done by emails. I prefer one on one meeting and answering course related questions beginning of the lecture and during my office hours. If needed, please book an appointment through email. Your email subject must include your course name and your full name. Please note that I will not be inclined to respond to extension email requests a day before test or assignment due date.

Please note that I am available via email: wmalik6@uwo.ca. Having noted this, please do not expect immediate responses to your emails, as emailing is time consuming.

Email responses will be completed on Monday and Friday from: 6:30pm to 7:30pm.

Please do not send me emails on weekends, I am not available on weekends.

## **Final Examinations**

Students are strongly urged not to make any commitments (i.e., vacation) during the examination period. Students are required to be available for examinations during the examination periods of all terms in which they are registered.

## **Important Academic Dates Winter Term 2026**

- Last date to add winter term half, full course January 13, 2026
- Winter Reading Week Break Feb 14-22, 2026
- Last date to drop a Winter half course March 30, 2026



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Welcome to CYS 2257G - Children, Childhood, & Media

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**Weekly Required Readings**

<b>WK</b>	<b>DATE Month/Day</b>	<b>REQUIRED READINGS</b>	<b>LECTURES</b>
1	Jan 5	Introduction: Course Introduction, required readings, attendance and participation, and evaluation	Lecture
2	Jan 12	Ch 2: Children's media lives. <sup>1</sup>  Ch.1: Political Spaces: Contexts for Researching Children's Popular Culture. <sup>2</sup>	Lecture
3	Jan 19	Ch 2: Memory Spaces: Exploring the Afterlife of Children's Popular Culture. <sup>3</sup>  Ch 3: Researching children and childhood in the digital age. <sup>4</sup>	Lecture /Discussion /Presentations
4	Jan 26	Ch 1: Introduction - Youth culture and the media: global perspectives <sup>5</sup>  Ch 1: Introduction: Anxiety Over Childhood and Youth Across Cultures <sup>6</sup>	Lecture /Discussion /Presentations
5	Feb 2	Ch 2: The rise of the teenage media market: Youth, consumption, and entertainment in the twentieth century <sup>7</sup>  Ch 3: Millennials and the media	Lecture /Discussion /Presentations

<sup>1</sup> Bolshaw, P., & Josephidou, J. (2023). Children's media lives. In *Understanding the Media in Young Children's Lives* (1st ed., pp. 11–23). Routledge. <https://doi.org/10.4324/9781003121206-3>

<sup>2</sup> Mitchell, C., & Reid-Walsh, J. (2005). *Researching children's popular culture*. Routledge.

<sup>3</sup> Mitchell, C., & Reid-Walsh, J. (2005). *Researching children's popular culture*. Routledge.

<sup>4</sup> Christensen, P. M., & James, A. (2017). *Research with children: perspectives and practices* (Third edition.). Routledge. <https://doi.org/10.4324/9781315657349>

<sup>5</sup> Osgerby, B. (2020). *Youth Culture and the Media: Global Perspectives* (Second edition, Vol. 1). Routledge. <https://doi.org/10.4324/9781351065269>

<sup>6</sup> Tsaliki, Liza., & Chronaki, Despina. (Eds.). (2020). *Discourses of Anxiety over Childhood and Youth across Cultures* (1st ed. 2020.). Springer International Publishing. <https://doi.org/10.1007/978-3-030-46436-3>

<sup>7</sup> Osgerby, B. (2020). *Youth Culture and the Media: Global Perspectives* (Second edition, Vol. 1). Routledge. <https://doi.org/10.4324/9781351065269>

		Youth, communication, and consumption in the early twenty-first century <sup>8</sup>	
6	Feb 9	Ch 8: Free to Roam? Pokémon GO and Childhood Anxieties. <sup>9</sup>  Chapter 7: Toward Global Digital Citizenship: “Everyday” Practices of Young Australians in a Connected World. <sup>10</sup>	Lecture /Discussion /Presentations
7	Feb 16	<b>Reading Week February 14 - 22</b>	No-Classes
8	Feb 23	Ch 7: Innocent, invisible or feral: Constructions of children in the media. <sup>11</sup>  Chapter 4: Media representations of youth <sup>12</sup>	Lecture /Discussion /Presentations
9	March 2	Ch 9: Children’s Grasp of Crime Discourses in the City of Monterrey, Mexico. <sup>13</sup>  Torres, H. J. (2025). “I Saw It in a Movie”: Mass Media’s Influence on Young Children’s Understanding of World Cultures. <sup>14</sup>	Lecture /Discussion /Presentations
10	March 9	Ch 4: Blaming children: media, discourse and representation. <sup>15</sup>  Article: Online Sexual Violence, Child Pornography or Something Else Entirely? Police Responses to Non-Consensual Intimate Image Sharing among Youth. <sup>16</sup>	Lecture /Discussion /Presentations

<sup>8</sup>Osgerby, B. (2020). *Youth Culture and the Media: Global Perspectives* (Second edition, Vol. 1). Routledge. <https://doi.org/10.4324/9781351065269>

<sup>9</sup>Tsaliki, Liza., & Chronaki, Despina. (Eds.). (2020). *Discourses of Anxiety over Childhood and Youth across Cultures* (1st ed. 2020.). Springer International Publishing. <https://doi.org/10.1007/978-3-030-46436-3>

<sup>10</sup>Kubow, P. K. (2023). *Contestations of Citizenship, Education, and Democracy in an Era of Global Change: Children and Youth in Diverse International Contexts* (P. K. Kubow, Ed.). Taylor & Francis.

<sup>11</sup>Bolshaw, P., & Josephidou, J. (2023). Innocent, invisible or feral: Constructions of children in the media. In *Understanding the Media in Young Children’s Lives* (1st ed., pp. 78–90). Routledge. <https://doi.org/10.4324/9781003121206-9>

<sup>12</sup>Osgerby, B. (2020). *Youth Culture and the Media: Global Perspectives* (Second edition, Vol. 1). Routledge. <https://doi.org/10.4324/9781351065269>

<sup>13</sup>Tsaliki, Liza., & Chronaki, Despina. (Eds.). (2020). *Discourses of Anxiety over Childhood and Youth across Cultures* (1st ed. 2020.). Springer International Publishing. <https://doi.org/10.1007/978-3-030-46436-3>

<sup>14</sup>Torres, H. J. (2025). “I Saw It in a Movie”: Mass Media’s Influence on Young Children’s Understanding of World Cultures. *Social Studies (Philadelphia, Pa: 1934)*, 116(1), 1–16. <https://doi.org/10.1080/00377996.2024.2353217>

<sup>15</sup>Schissel, B. (2006). *Still blaming children: youth conduct and the politics of child hating*. Fernwood Pub. <http://www.loc.gov/catdir/enhancements/fy0704/2006497122-b.html>

<sup>16</sup>Dodge, A., & Spencer, D. C. (2018). Online Sexual Violence, Child Pornography or Something Else Entirely? Police Responses to Non-Consensual Intimate Image Sharing among Youth. *Social & Legal Studies*, 27(5), 636–

11	March 16	Ch 5: Media effects and youth - A crucible of controversy <sup>17</sup> Ch 16 “Be Careful with Whom You Speak to on the Internet”—Framing Anxiety in Parental Mediation, Through Children’s Perspectives in Portugal. <sup>18</sup>	Lecture /Discussion /Presentations
12	March 23	Ch 15: Parental Anxieties and Double Standards in Their Discussion of Young People’s Use of social media: Perspectives from a Qualitative Project in Sao Paulo, Brazil. <sup>19</sup> Ch 8: Global media, local youth cultures, and hybridity. <sup>20</sup>	Lecture /Discussion /Presentations
13	March 30	Conclusion	Lecture /Discussion

657. <https://doi.org/10.1177/0964663917724866>

<sup>17</sup> Osgerby, B. (2020). *Youth Culture and the Media: Global Perspectives* (Second edition, Vol. 1). Routledge. <https://doi.org/10.4324/9781351065269>

<sup>18</sup>Tsaliki, Liza., & Chronaki, Despina. (Eds.). (2020). *Discourses of Anxiety over Childhood and Youth across Cultures* (1st ed. 2020.). Springer International Publishing. <https://doi.org/10.1007/978-3-030-46436-3>

<sup>19</sup>Tsaliki, Liza., & Chronaki, Despina. (Eds.). (2020). *Discourses of Anxiety over Childhood and Youth across Cultures* (1st ed. 2020.). Springer International Publishing. <https://doi.org/10.1007/978-3-030-46436-3>

<sup>20</sup>Osgerby, B. (2020). *Youth Culture and the Media: Global Perspectives* (Second edition, Vol. 1). Routledge. <https://doi.org/10.4324/9781351065269>

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**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.

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