



Childhood and Youth Studies 3356G (570)
CHILD AND YOUTH CLIMATE ACTIVISM
Fall/ Winter 2025-2026

Instructor: L. Donison
Email: ldonison@uwo.ca

Course Information

Calendar Description:

This course unpacks young people's activism on the climate crisis. It will explore historical, theoretical, political, and social aspects of youth-led movements and policy change.

Prerequisite(s): Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G.

Extra Information: 3 seminar 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.

King's University College

CYS 3356G 2026

Section: 570

Winter 2026

Child and Youth Climate Activism

Instructor Information:

Instructor: Laurel Donison

Contact Information: ldonison@uwo.ca

Office hours: *Office hours information can be found on OWL Brightspace*

To contact me: Email ldonison@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.

Mode of Instruction: *in-person*

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.

Course description:

This course unpacks young people's activism on the climate crisis. It will explore historical, theoretical, political, and social aspects of child and youth-led movements and policy change.

Course learning outcomes:

- Demonstrate in depth knowledge and critical understanding of child and youth activism
- Have general knowledge and understanding of how children and youth participate in shaping sustainable futures and the innovative strategies they are using to raise their voices
- Become familiar with climate movements and climate change actions that are being led by individuals and organizations
- Learn about indigenous youth and their leadership in the climate and justice movements
- Learn transferable skills and strategies you can use with children and youth in your future practice to help educate them on climate change and support them as activists
- Build and develop stronger connections with nature and the more than-human-world through hands on and reflective learning

- Learn about theories and relational approaches that de-center the human

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 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 8 – CYS Students make critical use of scholarly reviews and primary sources.

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

LO 10 – CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations.

LO 11 – CYS students work effectively with others and take personal responsibility for their actions when part of a team. They take initiative and maintain behavior consistent with academic integrity, community involvement, and social responsibility.

This course begins on **Jan 07th and continues until April 08th 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, 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!

Course textbooks/materials: Kimmerer, R. (2013). *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants* (1st ed.). Milkweed Editions.

The online version of this book is available through the library, or you can purchase a copy of the book from amazon for \$30.95

- *Weekly Readings and course material will be posted on OWL Brightspace*
- *To access course material, you will need internet connection*

Method of evaluation:

Assignment 1: Group Research Project on Child and Youth Activists or Organizations (20%)

Assignment 2: Theory and Connections to Place Photo Voice Visual Journal (30%)

Assignment 3: Novel Study Focus Group Session Facilitation (15%)

Assignment 4: Final Arts-based Project and Paper (25%)

Active and Informed In-Class Participation (10%)

Academic Considerations:

- *Any course elements with built-in flexibility (e.g. grading on n-2 quizzes; submission windows)*
- *One in-semester assessment (e.g. group presentation, midterm test, final essay) requiring formal documentation for academic consideration (if using)*

Academic Integrity / Remote Proctoring:

- *Link to Western Scholastic Discipline policy:*
https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf
- *Course policy on use of generative AI, including translation/grammar aids*
- *Notice on Turnitin (if using)*
- *Notice on remote proctoring (if using)*

Schedule of Classes, Readings, Assessments:

- See Course Outline Memo for this year's academic calendar dates

Week	Topic	Readings/Course Material
Jan 07 th 2026	Familiarizing yourself with the course	<p>This first week we will not have class.</p> <p>It is your job to read through the syllabus and find the course text: Kimmerer, R. (2013). <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants</i> (1st ed.). Milkweed Editions.</p> <p>Read Braiding Sweetgrass: Planting Sweetgrass p.1-59</p>
Jan 14 th , 2026	Intro to Child and Youth Climate Activism	<p>Read: Taft, J. K., & O’Kane, C. (2024). Questioning children’s activism: What is new or old in theory and practice? <i>Children & Society</i>, 38(3), 744–758. https://doi.org/10.1111/chso.12742</p> <p>Theodorou, E., Spyrou, S., & Christou, G. (2023). The Future is Now From Before: Youth Climate Activism and Intergenerational Justice. <i>Canadian Children</i>, 48(1), 59–72. https://doi.org/10.18357/jcs202320466</p> <p>Watch videos : https://www.unicef.org/stories/young-climate-activists-demand-action-inspire-hope</p>
Jan 21, 2026	Engaging with Post-humanism theory	<p>Read: Fox, N. J., & Alldred, P. (2020). Sustainability, feminist posthumanism and the unusual capacities of (post)humans. <i>Environmental Sociology</i>, 6(2), 121–131. https://doi.org/10.1080/23251042.2019.1704480</p> <p>Chapter 1 Encountering the Anthropocene in Rousell, D., & Cutter-Mackenzie-Knowles, A. (2022). <i>Posthuman research playspaces: Climate child imaginaries</i> (1st ed.). Routledge. Focus on the sections starting at “Encountering the Anthropocene” p. 9-19.</p> <p>Explore the following website which is a platform that shares youth stories. Be sure to watch at least 3 videos from 3 different people. https://fbcbc.maps.arcgis.com/apps/MapSeries/index.html?appid=952ad7f7b56e4564a8b5f672f6a1c969</p>
	Creating conditions	

Jan 28, 2026	for different forms of care: What is common worlding	<p>Read: Common Worlds Research Collective, (2020). Learning to become with the world: Education for future survival. Paper commissioned for the UNESCO Futures of Education report. (Posted on D2L)</p> <p>Explore: Common Worlds Research Collective Website https://www.commonworlds.net/</p> <p>Reading completed Braiding Sweetgrass: Tending Sweetgrass p. 63-117 Novel Study Focus Group Session 1</p>
Feb 04, 2026	Rethinking our relationship with nature and the more-than-human world	<p>Read: Barrable, A. (2019). The Case for Nature Connectedness as a Distinct Goal of Early Childhood Education. <i>International Journal of Early Childhood</i>. 6. 59.</p> <p>Rooney, T. (2018). Weather worlding: learning with the elements in early childhood. <i>Environmental Education Research</i>, 24(1), 1–12. https://doi.org/10.1080/13504622.2016.1217398</p> <p>Listen to podcast: Robin Wall Kimmerer — The Intelligence in All Kinds of Life https://soundcloud.com/onbeing/robin-wall-kimmerer-the-intelligence-in-all-kinds-of-life</p>
Feb 11, 2026	Exploring climate change through arts-based methods	<p>Read: Buhre, F. (2023). Child Figurations in Youth Climate Justice Activism: The Visual Rhetoric of the Fridays for Future on Instagram. In <i>Springer eBooks</i> (pp. 251-). Springer Nature. https://doi.org/10.1007/978-3-031-04480-9_11</p> <p>Bentz, J. Learning about climate change in, with and through art. <i>Climatic Change</i> 162, 1595–1612 (2020). https://doi-org.proxy.library.brocku.ca/10.1007/s10584-020-02804-4</p> <p>Explore: https://www.savethechildren.org/us/charity-stories/art-poems-about-climate-change</p>
Reading week		Feb 14-22 2026 NO CLASS

Feb 25, 202 6		<p>Read: Raby, R., & Sheppard, L. C. (2021). <i>Constructs of childhood, generation and heroism in editorials on young people’s climate change activism: Their mobilisation and effects.</i></p> <p>Explore: https://lsf-ist.ca/research-policy/survey/</p> <p>Reading completed: Braiding Sweetgrass: Picking Sweetgrass p. 121-201 Novel Study Focus Group Session 2</p>
Mar 04, 202 6		<p>Please read: Gharabaghi, K., & Anderson-Nathe, B. (2018). Children and youth in the era of climate change. <i>Child & Youth Services</i>, 39(4), 207–210. https://doi.org/10.1080/0145935X.2018.1557882</p> <p>Please explore the following blog site by reading the articles listed: https://www.qmul.ac.uk/clpn/news-views/blog/items/children-and-the-climate-crisis---a-special-blog-feature.html</p>
Mar 11, 202 6		<p>Gislason, M. K., Galway, L., Buse, C., Parkes, M., & Rees, E. (2021). Place-based Climate Change Communication and Engagement in Canada’s Provincial North: Lessons Learned from Climate Champions. <i>Environmental Communication</i>, 15(4), 530–545</p> <p>Reading completed: Braiding Sweetgrass: Braiding Sweetgrass p. 205-300 Novel Study Focus Groups Session 3</p>
Mar 18, 202 4		<p>Jane Spiteri (22 Feb 2024): Climate crisis activism in early childhood: building capacities to boost intergenerational learning, <i>Children's Geographies</i>, DOI: 10.1080/14733285.2024.2318379</p>
Mar 25, 202 6		<p>Explore: This website that focuses on addressing the impact of climate change on young children. (Please make sure to read protecting our future now: a policy framework for climate change and the early years)</p> <p>https://www.capita.org/climatechange</p> <p>Reading completed: Burning Sweetgrass p.303-386 Novel Study Focus Groups Session 4</p>
April 01, 202 6		<p>Course Wrap up Work on Final Assignments</p>

Assignments

Assignment 1: Group Research Project on Child and Youth Activists or Organizations (20%)

At this point, we are all very aware of the current climate crisis happening worldwide. Years of pollution, unsustainable practices and unethical habits have led us to a present situation that threatens the future of the Earth's health.

In this project students will work in groups of 2 or 3 and create a presentation that they will share with the class.

Students will research one of the following:

- Child or youth climate activist/s
- Youth led climate movement or organization

Students will create a presentation (using ppt, prezi, canva or another program) and share the information they learned while researching one of the organizations or individuals above. Each presentation should include a participatory component to elevate discussion and reflection with peers.

Assignment 2: Theory and Connections to Place: Photo Voice Visual Journal (30%)

(Ongoing throughout the term)

Students will create a journal that includes a total **of three entries (10% each)** over the course term. Prompts for the journal will be assigned. This assignment will require students to visit an outdoor space and return to the same space for each journal. This assignment invites students to engage with relation thinking, pay attention to place and connect with the more-than-human world. Students will attend to the dynamic and changing narratives of interacting elements of an ecosystem, or as Greg Cajete (2000 p. 182) puts it, to encounter and describe a "place... as a reflection of a creative living force".

Students will take photographs or videos and document their experience in the space. Journal's will require students to engage with readings and make critical connections to theory and

concepts. Students can use an online program such as sway, ppt, book creator programs or word for their journal.

Students will use APA format for citations when making connections to course materials such as readings, website and videos.

For inspiration on this approach and more information on relational thinking read:

Pugh, P., McGinty, M., & Bang, M. (2019). Relational epistemologies in land-based learning environments: reasoning about ecological systems and spatial indexing in motion. *Cultural Studies of Science Education*, 14(2), 425–448. <https://doi.org/10.1007/s11422-019-09922-1>

Assignment 3: Novel Study Focus Group Session Facilitation (15%)

This assignment will include small group discussions on the course text Braiding Sweetgrass. Students will form small groups that will work together all term. Each session a pair of students from the group will work together to lead a discussion session. Students leading the session will plan discussion questions and facilitate their group through a discussion. Students will document the conversations that unfold and write a small reflection paper that provides insight into the conversations with connections to the readings.

Students will be graded on the discussion questions they create and the reflection paper that documents the conversations. More details and instructions will be provided in Brightspace.

Assignment 4: Final Arts-based Project and Paper (25%)

This assignment includes 2 parts:

Part 1: Arts-based project

Part 2: Written Paper

Parts 1

Students will engage with arts-based methods by creating some form of art (eg. Movie, book, drawing, painting, poetry, 3-D model or structure, dance, song, music or other form of storytelling) to share a message that supports climate activism and or is a form of activism in the piece itself. This project is an opportunity to be creative, try something new and move outside of traditional forms of expression. After all, “Artistic and creative practices and approaches can

help expand our imaginaries of the future, opening up our minds to new scenarios of change” (Bentz, 2020, p.1597).

In this project you may:

-Create an art project grounded in Kimmerer’s ideas of reciprocity, attention, and reconnection to the land

-Create a project that centers an aspect of climate change that you are concerned about

-Create a piece of art that shows how climate change is impacting children/youth or yourself

-Share a solution or idea that may help combat climate change in some way and provide hope

Some questions that you may contemplate while working on this project include:

What spaces and places do you feel strongly about and how is this inspiring you to take climate action?

Why do you care about climate change?

What do you want your climate friendly future to look like?

Where have you seen solutions that give you hope?

Part 2 Written Paper

After you have completed your arts-based project, you will write a paper that provides insight into how your project connects to the course and concepts we have engaged with. Prompts will be provided later in the course.

Active and Informed In-class Participation (10%)

Student participation will be evaluated on the basis of active, informed, consistent and thoughtful oral participation in class 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 class does not garner participation marks – this mark is based on your active involvement in discussions and activities such as presentation discussions and novel study group discussions.

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.

Accommodation Policies

Students with disabilities work with Accessibility Services which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is

given in the Western Academic Calendar. <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

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/
- 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/>

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.

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 jointly share 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.

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

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/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. Course Outlines – Policies Statement (November 4, 2021)

Copyright re: 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. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site, he/she should ask for the student's written permission.

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.

Please note: you must attend at least 75% of classes and complete all of the course assignments to pass this course.

*Instructor reserves the right to modify course outline.

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

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/

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 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

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

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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

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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.