



PSYCHOLOGY 2610F (570)
Introduction to Educational Psychology
Fall/Winter 2025-2026

Instructor: Dr. Lynda Hutchinson

Email: lhutch4@uwo.ca

Course Information

Calendar Description:

Survey of psychological research and theory in terms of their implications for educational practice. Topics will include learning, motivation, development, problem-solving, individual differences, teacher effectiveness, and assessment.

Prerequisite(s): A mark of at least 60% in 1.0 credits of Psychology at the 1000 level.

Antirequisite(s): [Psychology 2620A/B](#).

Extra Information: 4 hours lecture/discussion.

Course Weight: 0.50

Breadth: Category A

Subject Code: PSYCHOL

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.



Psychology 2610F (570) – Introduction to Educational Psychology

COURSE INFORMATION

Lecture Times: See OWL

Delivery Mode: In Person

Location: Check your student center page for room location.

Website: <https://westernu.brightspace.com/d2l/login>

Course Instructor: Dr. Lynda R. Hutchinson

Contact Information: Email: lhutch4@uwo.ca¹

Zoom Office Hours: Mondays & Wednesdays by appointment. Students should email the instructor to arrange a meeting via Zoom. After a meeting is scheduled, the instructor will send you a link for the appointment. If my office hours conflict with your schedule, I am willing to schedule a meeting with you at a mutually convenient time

How to contact your course instructor:

Please email from your uwo email address and include the class course number in the subject line.

COURSE DESCRIPTION

This course presents a survey of research and theory as it applies to the discipline of Educational Psychology. Course topics are situated in perspectives on human development and learning and include cognition and metacognition, motivation, problem-solving, classroom diversity, and individual differences in learning plus teacher effectiveness, and assessment. 3 lecture hours.

PRE-REQUISITES

At least 60% in a 1000 level Psychology course. Please note: 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 if you are dropped from a course for failing to have the necessary prerequisites.

ANTI-REQUISITES

Psychology 2620A/B

REQUIRED E-TEXTBOOK (RENTAL OR PERMANENT ACCESS OPTIONS)

Woolfolk, A. E., Usher, E. L., Perry, N. E., & Winne, P. H. (2024). *Educational Psychology, Canadian Edition* (8th ed.). Pearson Canada.

Students need to purchase this edition; choose ONE of the options below:

Permanent Access: \$85.00 (Purchase Through the Bookstore at Western)

Rental Access: \$57.99 (Rental purchase via Pearson Canada)

¹ I check and respond to email between the hours of 9am-5pm, Monday through Friday. Emails usually receive a response within 48hrs if they are sent within this timeframe.

STUDENT LEARNING OUTCOMES

Students who successfully complete this course:

- (a) Know major psychological theories and understand how these can be applied to the teaching and learning concepts discussed in this course.
- (b) Can discuss the methods educational psychologists use to conduct research.
- (c) Discuss how diversity and individual learner differences can be supported in classrooms and how learning can be assessed in different ways.
- (d) Understand the strengths and limitations of different types of assessment methods and the kinds of data they provide about student learning and achievement.
- (e) Understand key aspects of student learning (e.g., motivation) and their links to effective teaching.
- (f) Can reflect upon and evaluate a wide range of student and teacher factors that contribute to learners' adjustment to and engagement in school.
- (g) Can summarize and critically evaluate research in educational psychology; they can also highlight its implications for classroom learning, educational policy, and curriculum.

CLASS FORMAT AND EXPECTATIONS

This course is structured around lectures, class discussions, group work and independent work. All class members are expected to actively participate in learning by attending class and being prepared to engage with content and develop a deeper understanding of it. If, in the opinion of the course instructor, a student has been absent too frequently from class, the student may be required to withdraw from the course after due warning has been given.

STUDENT ASSIGNMENTS AND EVALUATION METHODS

Your course grade will be determined by the marks you earn on the course assignments, described below. Please note, I do not accept student assignments via email. Evaluations and assignments are summarized in Table 1. The full course schedule is presented in Table 2.

Tests (2 tests X 31% each = 62%)

Sixty-two percent of your grade will be determined by the marks you earn on one in-class test and a final test scheduled during the December 2025 exam period. Tests will consist of multiple-choice, true/false, fill-in-the-blank, matching, and long answer questions. Question content will be derived from the lectures, textbook, and our classroom exercises. Test 1 will occur in class on October 27, 2025 (Make Up November 15, 2025), and cover content from Chapters 1-7. Test 2 will be scheduled during the December 2025 exam period and cover content from Chapters 8-15. Please note that students who miss the in-class test scheduled for October 27, 2025, are required to provide formal documentation to the Academic Dean's Office.

In-Class Free Writes (6 X 2% each = 12%)

Twelve percent of your grade will be determined by the marks earned on in class free writes. These are opportunities for you to deeply consider the course readings from your knowledge of psychological research AND life experience. They help students to build a record of their insights on the class readings, lectures, and activities and what students take away from them. Students often construct their free writes by providing (1) a summary of the content that they have found particularly interesting (2) a discussion of why that material was personally meaningful/significant and connected to their life and (3) a discussion of the content's

applications and/or implications for teaching, learning, educational policy, curriculum design, future educational research, or human development (e.g., coaching, parenting). Students will be provided with 20 minutes towards the end of the class to construct a free write. Free writes are due on the day they are administered and cannot be completed before or after class. **The following dates have been allocated for students to complete free writes during class time: Sept 15, Sept 29, Oct 6, Nov 10, Nov 24, and Dec 1.**

Educational Psychology Infographic (6%)

Six percent of your mark will be based on an Educational Psychology infographic you create to summarize some of your learning in Educational Psychology. An infographic provides a visual and text summary of complex information. An infographic could be used to illustrate theories, research, aspects of motivation, effective teaching tactics, teaching factors, student factors, student-centered learning approaches, self-regulated learning, self-regulation, or assessment. As such, you will choose what kind of infographic you would like to create – ALL CONTENT should be original —created by you. You may use infographic templates by CANVA to help you create and display information effectively. **Your infographic will be submitted as a PDF document to Brightspace by November 17, 2025 @ 11pm. Your infographic must follow the referencing guidelines present in the 7th Edition of the Publication Manual of the American Psychological Association. In addition to your infographic, you should also include a title page, citations (where appropriate), and a reference page. Late assignments will be penalized 5% per day, to a maximum of two days.**

Final Course Assignment (20% - choose and complete one assignment from the list below)

Final Course Assignment Choice 1: Philosophy of Teaching Essay

This assignment has been designed to provide you with the opportunity to deeply describe your philosophy of teaching and learning. Although a philosophy of teaching might, on the surface, appear simplistic, it is expected that you, as a consumer of psychological theory and research, will provide a clear and comprehensive basis for your philosophy grounded in educational theory and research. Your essay should begin with providing a summary of your teaching philosophy. Then, your essay should describe how your philosophy of teaching is represented by educational theory, and educational research. You may wish to also include concrete examples of your teaching philosophy “in action”(i.e., how it would play out in the classroom). In total your philosophy will be no more than 8 pages (**double spaced, Times New Roman 12pt font, with 1-inch margins**). **You will submit your completed assignment as a Microsoft Word or PDF document to Brightspace on Dec 8, 2025 @ 11pm. It is expected that you will follow the referencing guidelines that appear in the Publication Manual of the American Psychological Association (7th Edition). Your submission must include a title page, in text citations (where appropriate), and a reference page. Late assignments will be penalized 5% per day to a maximum of two days.**

Final Course Assignment Choice 2: Classroom Teaching: Designing and Planning Lessons

This assignment provides you with the opportunity to engage in lesson planning. Although you aren't expected to have any experience in teaching, by now, you have probably learned that effective teaching and good lesson planning have a firm theoretical and empirical basis— your lesson plans should reflect applications of some of the theories and research you have learned in this course. For this assignment, you are required to think about a unit of study (e.g., the lifecycles of plants, the water cycle, butterflies, Halloween, spiders, recycling) you would teach

to students over several days. From there, you will create *two lessons* from the unit of study and describe how you would teach them (e.g., date of the lesson, context/topic, subject, lesson objectives/goals, structure/activities, materials, assessment, next steps, and reflection). You will have to consider the age of students you would be teaching (Kindergarten – Grade 12) and choose a topic that you can teach in a developmentally/age-appropriate way. Your lesson should introduce your topic, vocabulary, or any required skills students need to participate in learning. Then, it should describe what students will be doing to learn—what they will be discussing or creating, and HOW this will happen (e.g., independently, collaboratively – pairs or small groups). Then, you will write a short essay describing specifically how your lessons incorporate teaching strategies that reflect theories and research from Educational Psychology. **Each lesson plan outline will be approximately 2 double-spaced pages. The extended discussion of both lesson plans should be no more than 7 pages (double spaced, Times New Roman 12pt font, with 1-inch margins). You will submit your completed assignment as a Microsoft Word or PDF document to Brightspace on Dec 8, 2025 @ 11pm. It is expected that you will follow the referencing guidelines that appear in the Publication Manual of the American Psychological Association (7th Edition). Your submission must include a title page, in text citations (where appropriate), and a reference page. Late assignments will be penalized 5% per day to a maximum of two days.** Be aware that you can create lesson planning templates using word processing software or CANVA text templates. ALL lesson content should be original – created and written by you.

Final Course Assignment Choice 3: Educational Psychology Journal Article Summary and Evaluation

This assignment provides students with an opportunity to critically examine how educational research is conducted. You will select a research article from the UWO/King’s Library database – your article must be no more than 5 years old. First, you should summarize the article (purpose, methods, results, conclusions, implications) in 2 pages (double spaced, 12pt Times New Roman, with 1-inch margins). Then, you will offer your evaluation of the article – pointing out strengths/weaknesses in the theoretical framework/rationale, research design (i.e., methods/measures/participants/procedures), statistical analyses, conclusions and implications. The evaluation portion of the article should be no more than 10 pages (double spaced, 12pt Times New Roman, with 1-inch margins). **You will submit your completed assignment as Microsoft Word or PDF document(s) to Brightspace by Dec 9, 2025 @ 11pm. It is expected that you will follow the referencing guidelines that appear in the Publication Manual of the American Psychological Association (7th Edition). Therefore, you should have a title page, in text citations (where appropriate), and a reference page as part of your submission. Late assignments will be penalized 5% per day to a maximum of two days.**

COURSE ASSIGNMENT AND DISCUSSION SCHEDULES

Table 1. Course Assignments and Evaluation Schedule

Date	Evaluation	Content Evaluated	Percent
Sept 15 & 29 Oct 6 Nov 10 & 24 Dec 1	In Class Free Writes		12%
Oct 27	In-Class Test #1	Ch 1-7	31%
Nov 17	Infographic	Educational Psychology Infographic	6%

Dec 8	Final Course Assignment Due		20%
TBA: Dec 11-22	Test #2	Ch 8-15 (check exam schedule)	31%

Table 2. Extended Schedule of Course Discussion Topics, Tests, and Assignment Deadlines

Date	Topic/Content
Sept 8	Course Overview & Chapter 1: Learning, teaching, and educational psychology
Sept 15	Chapter 2: Who are you, who are your students? Culture and diversity *In class free write
Sept 22	Chapter 3: Cognitive development Chapter 4: Self, social, and moral development
Sept 29	Chapter 5: Learner differences and learning needs *In class free write
Oct 6	Chapter 6: Language development, language diversity, and immigrant education Chapter 7: Behavioural views of learning *In class free write
Oct 13	Thanksgiving (No Class)
Oct 20	Chapter 8: Cognitive views of learning Chapter 9: Complex cognitive processes
Oct 27	In class test #1 (Ch 1-7)
Nov 3-9	Fall reading week (No Class)
Nov 10	Chapter 10: Constructivism and interactive learning Chapter 11: Social cognitive views of learning and motivation *In class free write
Nov 17	Chapter 12: Motivation in learning and teaching Infographic due by 11pm on Brightspace
Nov 24	Chapter 12: Motivation in learning and teaching Chapter 13: Creating supportive learning environments *In class free write
Dec 1	Chapter 14: Teaching every student *In class free write
Dec 8	Chapter 15: Classroom assessment, grading, and standardized testing Final course assignment due on Brightspace by 11pm
Dec 11-22	Test #2 (Ch 8-15). Your final test date will be scheduled by the registrar; the schedule will be available in November 2025.

GRADE DESCRIPTORS

Grade	Description
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

FURTHER COURSE INFORMATION

Notes on Evaluations and Attendance

Vacations, extended holidays, and work commitments cannot be used as a basis for rescheduling evaluations. Extenuating circumstances (e.g., family death) and appropriate documentation must be submitted to the Academic Dean's Office to re-schedule evaluations. Students are responsible for knowing when and where their evaluations are taking place. Attendance will be monitored.

Student Preparation

Class time is structured around lectures, small group discussions, and classroom exercises. You should prepare for class by completing the course readings before class and participating in small group discussions when opportunities arise. Being willing and ready to learn will increase the likelihood of your academic success. Smart phones and the internet can be a distraction in your learning – it is important to take steps to regulate your engagement in class to minimize distractions so that you can focus on your learning during class time.

Academic Integrity: Plagiarism & Generative AI

Plagiarism is a major academic offense. Whenever an author takes an idea, passage, quote, from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. The Department of Psychology expects students to complete their own work – completed without the use of generative AI tools (e.g., ChatGPT, translation tools). **In this course, students should not use AI tools to write any part of their course assignments.** Unauthorized use of AI constitutes an academic offence, subject to academic discipline. Students can use AI tools to clarify questions they have about course content (e.g., you can ask chat GPT about a course concept to help with your understanding), but students should be aware that information provided by AI tools can include mistakes, inaccuracies, biases, and outdated information. Whenever AI tools are used, students should cross-verify the information provided to them. This means verifying that the sources used by AI exist and have been accurately summarized, consulting multiple original and reputable up-to-date sources, and being cautious of bias that could be present in the information provided. Students may use spell and grammar check to review and authorize typographical corrections to written work. Please refer to Scholastic Discipline under the Senate Policy on Academic Rights and Responsibilities at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Course Material Copyright

ALL 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 are not permitted to reproduce or distribute lecture notes to other people or to AI tools publicly (whether or not a fee is charged) without the expressed written consent of the faculty member. Course content created by a faculty member is considered the faculty member's intellectual property; it should not be uploaded to AI software, distributed, shared in any public domain, or sold by a student or other third party without prior written consent of the faculty member.

Technology Requirements

Access to the following Technology is required: Stable high-speed internet connection, microphone and webcam, and a quiet place to take part in zoom meetings and/or office hours. Office hours will be held online.

Online Behaviour and Intellectual Property Statement

All students are expected to engage online in a professional and respectful manner whether in person or online. This includes all interactions with peers, as well as communication between TAs or your Professors. Failure to do so will result in academic discipline. Recording in person or online lectures or tutorials without the explicit consent of the Professor is grounds for academic discipline.

POLICIES

This course is regulated by all relevant university policies. Students are responsible for being familiar with policy information provided in the 2025-2026 UWO Academic Calendar. Please pay particular attention to the following policies:

Course Enrolment

You are responsible for ensuring your courses are appropriate and accurately recorded, that all course prerequisites have been completed.

Writing In-Class Tests And Exams

1. Computer-marked multiple-choice tests and/or exams will be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.
2. **No smart devices, including phones, watches, tablets, or any other electronic devices or other aids of any type are permitted during tests and exams.**
3. Course material (all material that your professor indicates you are responsible for learning in this course) is assumed to be cumulative. This means that, at any point in this course, you are responsible for knowing all course material presented since the course began. Thus, a given test or exam presupposes knowledge on the student's part of all course material given since the course began in September. Content of a given test or exam may focus more on some aspects of course material than on others, but it is always assumed that the student has mastered all course material that has been presented before the test or exam date.
4. You are responsible for bringing your student ID and appropriate writing tools (e.g., pencil, pen, eraser) to your exams.
5. It is your responsibility to follow university regulations during tests and exams. Please review them at: https://www.uwo.ca/univsec/pdf/academic_policies/exam/administration.pdf
6. King's is committed to academic integrity. Cheating on tests and exams is a scholastic offense and will be handled according to university policy. Please be familiar with regulations regarding academic offenses:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Department of Psychology Policies Related to AI Tools

1. Policy on the Use of Generative AI Tools

The Department of Psychology expects that students will submit work that is truly their own, completed without external assistance (human or artificial).

The use of generative AI tools (such as ChatGPT) is not permitted for any submitted coursework unless express permission has been granted by your instructor.

Students **should not have AI tools write any part of their assignments or papers, either by copying and pasting or by paraphrasing the output.** Unauthorized use of AI constitutes an academic offence and will be subject to academic discipline.

Additional information: Students can use AI tools to clarify questions they have about course content (e.g., you can ask ChatGPT about a course concept to help with your understanding), but students should be aware that the response may be inaccurate or inconsistent with the course content. Asking your instructor is a more effective strategy. Students should note that information provided by AI tools such as ChatGPT can include mistakes, inaccuracies, biases, and outdated information. Whenever these tools are used, students should cross-verify the information provided to them. This means verifying that the sources used by AI exist and have been accurately summarized, consulting multiple original and reputable up-to-date sources to verify information, and being cautious of bias that could be present in the information provided.

2. Policy on Use of Translation Tools*

The Department of Psychology views the unapproved use of translation or language applications as an academic offence.

Any usage of translation applications or language generation by students to complete specific assigned work for this course **must be approved** by the instructor **prior** to submitting the work **and noted by the student in the submitted work** itself.

Writing text and then feeding it into a computer application to improve or translate your own words, changing a few words, and then submitting this text as if it was your own **constitutes plagiarism.** You must compose text, choose words, construct logic flow, structure sentences and paragraphs to organize, synthesize, interpret information with your own mind. When you borrow language or ideas from another person or from a machine this must be acknowledged with quotation marks and/or citations.

Why do we have this policy?

- Translation is intellectual work and produces intellectual property, thus any text which is translated must cite the translator.
- Psychology endeavors to advance students' linguistic, analytic, and reasoning competencies – this can not happen outside of specific language competencies.
- Earning a university degree signals that an individual has advanced literacy and communicative skill in the language of instruction at the university; this is English at King's University College at Western University. If translation machines are used by students without regulation, we will have no way of certifying whether these competencies exist and fewer mechanism for encouraging students to do the hard work to develop them.

** Based on the policy developed by the Department of Child and Youth Studies*

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

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

Academic Consideration for Student Absence

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

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

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

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

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-support-services/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/safe-campus/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

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

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, grammar-

checking 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.