



**Social Justice and Peace Studies 4404G (570)
RESEARCH SYMPOSIUM
Fall/ Winter 2025-2026**

Instructor: T. Malleson
Email: tmalleso@uwo.ca

Course Information

Calendar Description:

A research seminar designed to facilitate a final year integration process in Social Justice and Peace Studies. This course will focus on an in-depth individual research project that relates to the history, and philosophical foundations of social justice and peace, while exploring the relationship between theory, research and practice.

Antirequisite(s): The former Social Justice and Peace Studies 4401F/G.

Prerequisite(s): Fourth year standing in a Social Justice and Peace Studies program, or permission of the Department.

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: SOCLJUST

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.



Instructor: Dr Tom (Tee) Malleson (they/them) **Email:** tmalleso@uwo.ca

Mode of Instruction: In-person

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

Course Description

A research seminar on contemporary issues of social justice, peace and conflict emphasizing social justice, racial justice, economic justice, environmental sustainability, international and inter-ethnic arenas of conflict. Active involvement in an organization pursuing social justice and peace initiatives will be encouraged.

Antirequisite(s): The former Social Justice and Peace Studies 4401F/G.

Prerequisite(s): Fourth year standing in a Social Justice and Peace Studies program, or permission of the Department.

Pedagogical Method

This senior seminar will examine contemporary issues of social justice and peace. It seeks to give students a capstone experience in social justice and peace studies by providing the tools to synthesize what you have learned in SJPS courses and your other courses throughout your university experience. The broad thematic framework is social justice and peace in a contemporary context, and the readings, class sessions and written assignments will provide you with opportunity to understand, analyze, evaluate and apply a wide range of analytical perspectives. As a seminar, it will be primarily discussion driven, and you are expected to participate extensively in the course.

This course will focus on two aspects:

1. Examining and analyzing contemporary issues of social justice and peace.

This course will be participatory. That means that together we will determine the themes and topics we will study throughout the term. During the first day of class we will agree on a list

of topics and themes we will examine in this course. Then seminar presentations will be decided on based on the topics. In groups, students will be responsible in leading the seminar.

2. **Writing and then presenting an extended research paper that examines contemporary issues of social justice and peace** (3000-4000 words).

This research paper will be a substantive project based on original research. You will choose the topic and it must be related to issues or themes of social justice and peace. The paper must be at 3000 – 4000 words and cite at least 10 academic sources. We will have benchmarks throughout this course to work together on the process of writing an extended research paper.

This course has a number of goals:

- Have a broad understanding of the complexity of contemporary issues of peace and justice.
- Draw on the different theories, methods, thinkers that you have studied throughout your University experience to examine issues of peace and justice.
- Be aware of the plethora of potential solutions to justice and peace
- Be able to knowledgeably reflect on their own research methodology
- Develop oral and written communication skills that stretch beyond the classroom. You will have the opportunity to present your research paper in a public presentation in the form of a poster or oral presentation.
- To write a research paper that serves as a capstone project for your SJPS degree related to the contemporary reality. And that you could possibly get published in an undergraduate journal.
- Understand your own location in relation to contemporary issues of injustice, violence, conflict, justice and peace.

Required Reading

In groups, students will lead a seminar and will therefore be in charge of assigning the readings to accompany the seminar. The groups must assign at least two scholarly articles (or book chapters from a scholarly book), ideally about 40 pages, but no more than 50. These readings will be posted on OWL by mid-January or soon thereafter.

You are also expected to be reading the news, watching the news, listening to the news ... basically following the news regarding contemporary issues of justice and peace. We will be drawing on what is going on in the world throughout the course.

There are no books or coursepacks to buy. However, students will be expected to pay for the cost of printing out their posters for the Symposium (this costs about \$50).

Evaluation

A. Participation (4 Reading Responses plus a lead acknowledgement)	20%
B. Lead Seminar Discussion in Group	20%
C. Research Essay	
(i) Research Proposal	10% (due TBD before midnight)
(ii) First Draft (Short Version of Paper)	15% (due TBD before midnight)
(iii) Final Essay	25% (due TBD before midnight)
(iv) Presentation Practice Round	5% (TBD)
(v) Formal Presentation at SJPS Symposium	5% (TBD)
	100%

Course Requirements

A. Participation

This is a seminar class, therefore it will be conducted like a seminar. In order for this course to be successful, you must be in class, well prepared, and ready to talk in all of the seminar discussions. Please bring your readings and notes to each class because they will be the basis of our discussion.

This component of the course will be evaluated on four aspects: attendance, preparation, participation, and the reading responses.

Attendance: Attendance will be taken at all seminar meetings.

Preparation: Be sure to bring your readings and notes to each class because the topic of discussion will be based on the readings. Students should keep in mind that the course has a heavy reading load, so it is essential to start reading in advance. Preparation includes reading the required texts every week.

Participation: Participation means being ready to participate in the discussions. In order for this course to be successful, you must be in class, well prepared, and ready to talk. The quality of contributions matter as much as the quantity in participation assessment. *Domination, as well as silence, are not considered positive contributions.* Participation means engaging with your

colleagues in a manner that generates discussion that is based on the course material and relevant issues of justice and peace. I expect that you will help me maintain a respectful classroom and a constructive learning environment. This means that you will be compassionate and empathetic towards others by listening attentively to their perspectives and by never engaging in hateful speech or behaviours. I will be cultivating an inclusive environment that facilitates learning for all, and I hope you will help me in doing this by not excluding anyone or any perspective.

Four Reading Responses: There are 7 weeks of seminars. For four of those weeks, you are required to submit a 300-400 word reflection on the readings of the week. In addition, include at the bottom one discussion question (I will often call on students to ask the class the discussion question they have prepared). You may choose which four weeks you would like to do. These must be handed in by hardcopy at the beginning of each class. Since these reflections are meant to enhance the quality of the discussion, they CANNOT be handed in late.

The response is not a summary of the readings, but is your reflection and analysis of some parts of it. It should include the student's thoughts about the assigned readings, as well as a critical assessment of the material. These reflections must indicate that the student has read and thought about the articles thoroughly. The reflections should be an analysis of the articles that could include any of the following:

- a comparison of the work to related material such as other readings in this course or any other reading that the student may be familiar with
- arguments that you found compelling
- a critique of the work that questions its assumptions, value or conclusion
- a personal reflection on how the articles relates to one's own experiences
- questions or concerns that this material raises

You may submit a reflection for the class you are presenting in.

Land Acknowledgement: Every student will be responsible for doing a land acknowledgement at the beginning of a class. This will be roughly 3-5 minutes long and will count towards your participation grade. There is not one correct way to do land acknowledgements, and there is controversy about them (read Hayden King's article on them: <https://www.cbc.ca/radio/unreserved/redrawing-the-lines-1.4973363/i-regret-it-hayden-king-on-writing-ryerson-university-s-territorial-acknowledgement-1.4973371>)

A good land acknowledgement should contain the following elements:

- Do some research on the land you grew up on. Whose land is it? What treaties does it fall under?
- Say something personal about you and your family's relationship to the land and Indigenous people. How have you come to learn about colonialism and your role in it?
- Acknowledge the land and the treaties that you're on today

- Most importantly, make your land acknowledgement meaningful by saying something concrete about your responsibility towards Indigenous people and decolonization. What is something real that you commit to doing to help move towards decolonization/reconciliation?

**Indigenous students are free to participate in this activity or not as they prefer, without any penalty.*

B. Lead Seminar in Class

In a group of two or three students, you will be responsible for leading the seminar. You will be expected to lead the class for a full 60 minutes.

Love it or hate it, this course relies heavily on group work, particularly in terms of leading the seminar presentation as a group. Working in groups is not only an important exercise for your post-secondary career, it will be necessary in virtually any life trajectory that you follow. Online on OWL there will be a “group member evaluation” form. This form will allow any student who wishes it to indicate if a member of their group went above and beyond in terms of effort, or if a member free rode on the labours of others. Any student is free to email this to me privately if they desire.

This requirement has two components.

1. Assign Readings for Seminar

As a group, students must find interesting, appropriate readings for the class. Each group must provide two readings (such as scholarly articles or book chapters; newspaper articles or magazine articles might be okay too as long as they’re serious and evidence-based). This will be a total of approximately 40-50 pages per week.

There is no class on January 16th. During the first week of class your group will sign up for a meeting time with me for January 16th. For your meeting (which will be only 10 minutes), you will bring **four possible** readings which you think could serve as good introductions to the issue for the class. You must be familiar enough with these readings that you can explain to me why these are good readings to use for your seminar. Make sure the readings are not too long, too complex, too boring, or too technical.

Once your readings are approved, you will need to send me the links ASAP so I can post them on OWL.

Students will be assessed on the quality, relevance, and appropriateness of their choice of readings.

2. Lead Seminar

Each group presentation will provide an overview of the subject for the week and come to class with prompt questions for discussion related to the readings in order to facilitate the discussion for that week. Please prepare slides for the presentation. And try to make the presentation fun, with videos, provocative questions to debate, etc. You will present the topic and lead the discussion. You will have between 60-75 minutes to do this. That is a lot of time, so make sure you have lots of interesting and provocative issues/questions to discuss.

In thinking about leading a seminar discussion, here are some things to keep in mind. A class discussion should not be a free-for-all, unguided session. Instead, you should help to steer its course. Additionally, questions should trigger critical thinking.

Keep the following points in mind:

- **Write questions that deal with the most significant themes and ideas within the readings.** Your goal is to help your classmates come to understand a set of readings better. A question on a small detail from one reading will likely not help reach this goal. Instead ask questions that allow your peers to grapple with the major issues. From what perspective does the author write? How persuasive is his or her argument? How is evidence used? How does the work compare to others that you have read in the course?
- **Pay attention to how you order your questions.** Start with more basic questions that can help the class to get into the discussion. What questions are the readings trying to answer? What arguments do they put forth? Starting with more concrete questions can help to invite participation. You can then move toward broader and more comparative questions.
- **Write open-ended questions.** Questions that have easy, “yes” or “no” answers do not invite discussion. Try to write questions that allow for many different ideas and opinions.
- **Make sure that your questions are clear.** Nothing kills a discussion like a question that your classmates don’t understand. Make sure that what you are asking is clearly and concisely worded. Break down multi-part questions (first, second, and third) into separate questions. If possible, ask your questions to a friend before you attend class.
- **Don’t immediately answer your own questions.** It can be scary to put forth a question and then wait for a response. Some discussion leaders respond to this fear by immediately answering their own questions. While their ideas can be good, by so quickly putting them out there, these leaders often fail to start an actual discussion. Be patient; allow people time to formulate answers and participate. If responses still don’t follow, you may need to clarify your question or give a prompt to the section of the reading that you are referring to, but try not to provide an actual answer yourself.

- **Don't simply agree with people's answers to your questions.** If you think the students have got something wrong, you need to kindly say so, and why.
- **Try to come up with questions that will stimulate some disagreement.** That is usually much more fun and interesting for everyone.
- **Feel free to draw the classes attention to specific passages or important quotes in the text.** This can lead to careful reading and good, concrete discussion. This is useful if you think the conversation is getting too abstract and general.

C. Research Paper

The central part of this capstone course is the major research paper. The point of this research paper is to draw together your knowledge, theories, and methods you've developed over your SJPS degree and write an extensive research paper on an issue of justice and peace. Because writing can be such an onerous task, and the point of this class is to work in a participatory manner, we will work together to develop and write your major research paper. The research paper will be presented at the end of the term in the SJPS 4th Year Symposium in a poster-session presentation.

This research paper could be submitted to an undergraduate journal for publication, and it could be used as the basis of a scholarly presentation at a conference.

Throughout the course, we will have the following benchmarks for the writing process:

- (i) *Research Proposal.* You will submit this on OWL, due on Jan 26 before midnight. The proposal should be 800-1000 words and include the following components:
 - (a) A few sentences describing the general topic area. Why does this topic matter?
 - (b) One-or-two sentence stating your research question. (Try to formulate a question that is specific, focussed, and narrow. For example, don't have a question about "investigating the environmental impacts of pipelines". That is way too broad. Instead have a question "investigating the environmental impact of the specific pipeline X on the group Y".
 - (c) From what you have read so far, what are the main positions in the debate? (**You should cite at least four relevant sources**). This should be a couple of paragraphs.
 - a. You should start thinking about *who are you arguing against??* In other words, who has the strongest position on the other side, that you will need to engage with to show that your position is better?
 - (d) What is your thesis? This is a first attempt at a one-sentence answer to your question. Say something like "In this paper I will argue that..." (As you do more research you may well want to change both your question and your

thesis – that is totally fine! A normal part of the research process is that the question and your thesis evolves with your understanding of the topic. You do not need to have finalized your question until you submit your First Draft; and don't need to finalize your thesis until your final paper is submitted).

- (ii) *First Draft of Paper (Short Version)*. Due Feb 16th before midnight on OWL. This should be a first draft of your paper, and about half the length (1500-2000 words whereas the final paper will be 3000-4000 words). It should contain a bibliography of **at least 8 sources**. It should also contain the following components:
- (a) Intro – Where you say what the overarching issue is, and what your specific research question is. (Try to formulate a question that is specific, focussed, and narrow. For example, don't have a question about "investigating the environmental impacts of pipelines". That is much too broad. Instead have a question "investigating the environmental impact of the specific pipeline X on the group Y".)
 - (b) Thesis - One-or-two sentences that explicitly answer your question. A typical format is saying something like: "In this paper I will argue... for the following 2 (or 3) main reasons..."
 - (c) Section 1 –
 - (d) Section 2 –
 - (e) Section 3 –
 - (f) ... (you can have as many sections as you feel are necessary). Since this will become a long paper, you need to pay careful attention to the structure and make it as logical as possible. So for instance, perhaps you start with the general background (just describing the situation, not yet giving any arguments). Then you lay out the major positions in the literature. And *then* you start engaging and critiquing them, and making an argument for what *you* think is right and why.

Here are a couple things to remember:

- Be sure to include the main objections to your argument. Every paper will have hundreds of possible objections, but you need to focus on the ones that seem the biggest and most important. (In other words, what would a smart person on the "other side" say? Why are they wrong and you right?). Think a lot about what the main objection is, and build your essay around responding to that objection.
 - As you continue to research and get feedback, your thesis and the whole structure of your paper will likely change. That's totally fine! In fact, it's a good thing – it shows that you're learning. So don't worry if your thesis ends up changing. Your final paper should be quite different – often very different – from this first draft.
- (iii) *Final Essay*. Due March 14th before midnight on OWL. The paper must be 3000 – 4000 words. It must cite at least 12 academic sources. The specific topic is up to you, but it needs to be an issue that is related to SJP, that you haven't written on before, and there must be enough scholarly material on it to research. It must also be a separate topic from what your Group Presentation is on. The final paper must show substantial revisions and improvement from your first draft.
- (iv) *Presentation Practice Round*

This will be a chance for you to practice presenting the results of your research. Everyone will do a 2-minute presentation, with 2-3 minutes of q/a. This is a dress rehearsal for the Symposium, so you need to have your slide ready.

(v) *4th-year SJPS Symposium*

Each student will present their research via a poster presentation. Your poster will be on display and you will stand beside it to explain the research and answer any questions people have for you. We will invite other students, professors, community members, and family members to attend the symposium.

Course Website Information

OWL is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students (drop boxes for student submissions, on-line quizzes, discussion boards, course e-mail etc.), and provide feedback (grades, assignment comments etc.). The degree to which OWL is utilized in a particular course is left to the discretion of the instructor; therefore, you may find significant differences from one course to another. In this class OWL will be used for announcements, posting the readings for each class, submitting weekly reflections/discussion questions, and viewing of grades.

Logging Into OWL: <https://westernu.brightspace.com/>

Support Services

Students who are in emotional/mental health distress should refer to Mental Health@Western:

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

University Students Council provides many valuable support services for students (including the health insurance plan) <http://westernusc.ca/services/>

Information about Counselling and Student Development, including Services for Students with Disabilities at King's is available at

<http://www.kings.uwo.ca/about-kings/who-we-are/administrative-departments/dean-of-students/>

For emotional/mental health assistance see specifically:

<http://www.kings.uwo.ca/currentstudents/>

[campus-services/student-support-services/personal-counselling/](#)

The web site for Academic Services at King's University College is
<http://www.kings.uwo.ca/currentstudents/academic-support/>

Late Work

Late submissions will be penalized at a rate of 2% per day including weekend days. If you have extenuating circumstances and cannot submit an assignment on time, please consult with me in the first instance to request an extension. You may need to provide documentation to the Academic Counselling Office.

Please see <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp>

Statement on Academic Offenses

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as, footnotes or citations. Plagiarism is a major academic offence.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

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. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com

<http://www.turnitin.com>

Course and Reading Schedule

 1

Introduction to Course

- Choose topics for discussion, groups, and dates for leading the seminar discussion
- Set up interview time to present readings for seminars with Tom for Jan 16th

 2

NO CLASS – Your group will be assigned a meeting time with Tom in the classroom to present and defend your choice of readings for seminar presentations

 3

Group Presentation 1

 4

Group Presentation 2

 5

Group Presentation 3

 6

Group Presentation 4

 7

Group Presentation 5

Students are welcome to stay behind after class ends to get help on their paper.

 8

Group Presentation 6

Students are welcome to stay behind after class ends to get help on their paper.

 **9**

Group Presentation 7

 **10**

Presentation Practice Round For the Symposium. Students will have two minutes to present their research, followed by 2-3 minutes of q/a. You must have a powerpoint with the slides showing what will go on the poster board. Students with surnames starting from A-N will present this week.

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Presentation Practice Round For the Symposium. Students will have two minutes to present their research, followed by 2-3 minutes of q/a. You must have a powerpoint with the slides showing what will go on the poster board. Students with surnames starting from O-Z will present this week.

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5:30 – 7pm SJPS Symposium (on campus; please see Brightspace for location)

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

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, 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.