



Writing 1032G (570)
Winter 2026

Introduction to Writing For Childhood and Youth Studies

Course Information:

Calendar Description: This course invites students to practice the academic and cultural literacies, from critical thinking to the construction of theses, to revision, editing, and citation, and needed for effective

Prerequisite(s):

Anti-requisite(s): Writing 0002F/G, Writing 1002F/G, Writing 1020F/G, Writing 1021F/G, Writing 1022F/G, Writing 1025F/G, Writing 1030F/G, Writing 1031F/G, Writing 2230F/G.

Extra Information: 3 hours.

Course Weight: 0.50 **Breadth:** Category B
Subject Code: Writing

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 enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary pre-requisites.

King’s University College at Western University
Department of English, French, and Writing
Writing 1032G: Introduction to Writing for Childhood & Youth Studies (Section 570)
In-person Course, Winter 2026

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Land Acknowledgement

I would like to acknowledge the presence and sovereignty of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, whose lands are where King's is found. These lands are connected with the Dish with One Spoon Covenant Wampum, with the Two Row Wampum Treaty from 1613, and with the London Township and Sombra Treaties of 1796. Acknowledging that King's, as a Catholic institution, is implicated in the trauma, violence, and loss caused by ongoing settler-colonialism, I am a Catholic, European-settler descended instructor who was born on Treaty 29 territory, and who is privileged by colonial systems. I feel honoured and thankful for the opportunities that I have had to learn from Indigenous Peoples and hope to continue to grow and learn by building respectful relationships with Indigenous Peoples based on our Treaty responsibilities and Indigenous principles of relationship. To prepare for work with children and youth, it is crucial to learn from Indigenous communities about the ongoing trauma of residential schools and the child welfare system. It is my and King's collective responsibility as an institution to sincerely respond to the Truth and Reconciliation Commission's Calls to Action and also the National Inquiry's Calls for Justice to end violence against Indigenous women, girls, Two Spirit, transgender, and gender-diverse people by decolonizing teaching and learning, by being committed to seeing Indigenous land back, and by honouring and respecting all Indigenous Peoples and their diverse knowledges, cultures, sciences, ceremonies, stories, languages, and stewardship of the lands, waters, and creatures living within them for previous, current, and future generations.

Basic Course Information

Instructor name: Dr. Emily Pez

Instructor pronouns: she/her

E-mail: epez2@uwo.ca (I will do my best to respond within 24 business hours: Monday to Friday, 8:30 AM to 5 PM. If you have not received a response after 24 business hours, please e-mail me again—I may not have received your e-mail.) **Please do not reply to Brightspace announcements/notifications because I will not receive your response unless you email me directly at epez2@uwo.ca** Thanks!

Course times and location: Will be announced on OWL Brightspace

Office hours: **Virtual**, on Zoom (you will find the Zoom link on our OWL Brightspace course site), Tuesdays 9 AM to 10 AM, and by appointment

Course URL: <https://westernu.brightspace.com/d2l/home/156624>

Calendar Course Description

Welcome to Writing 1032F, an introduction to fundamental writing techniques and conventions required for success in the field of Childhood and Youth Studies. This course helps students build the academic and cultural literacy skills needed for effective communication in Childhood and Youth Studies, including critical thinking, constructing theses, revising and editing your work, and correctly citing sources. **Prerequisite:** None. **Antirequisite(s):** Please **DO NOT take this course if you have already taken** Writing 0002F/G, Writing 1002F/G, Writing 1020F/G, Writing 1021F/G, Writing 1022F/G, Writing 1025F/G, Writing 1030F/G, Writing 1031F/G, Writing 2230F/G.

The readings, assignment instructions, and other resources for this course will all be posted on the course OWL Brightspace site. To find the course, go to <https://westernu.brightspace.com/d2l/home> and log in with your Western University ID and password.

Writing 1032 Learning Outcomes: What Will You Get From This Course?

Writing 1032 will help you develop the academic writing skills required to participate actively and effectively in Childhood and Youth Studies. More broadly, this course introduces you to the foundational academic practices, goals, and discourses specific to Children and Youth Studies (CYS) as a discipline and prepares you to engage thoughtfully and critically in the field. This course will help you gain the following:

1. a feeling of belonging to a supportive community of learners;¹
2. basic practical and critical awareness of Childhood and Youth Studies as a *discourse community* (how CYS students and experts do research and communicate their knowledge and ideas);
3. the ability to effectively read, process, and apply ideas and information from scholarly articles in your field;
4. a basic understanding of the terminologies, writing process, research, thesis/hypothesis, evidence and argumentation methods, citation/documentation, etc. specific to the field of CYS;
5. the ability to conduct research, assess and use relevant sources, find research gaps, and synthesize material from various sources;
6. competence in various rhetorical strategies or techniques of writing in your discipline, such as rhetorical analysis; paraphrase, quotation, and citation; accepted methods for structuring or framing an argument; writing a thesis statement or a hypothesis; and essay organization;
7. understanding of a diverse range of childhood discourses and ways of knowing;
8. awareness of the importance of decolonizing education and childhood discourses;
9. critical engagement with cultural literacy skills and strategies specific to CYS; and
10. skills in oral presentation.

What Readings Will You Do? Where Will You Find Them?

Your course readings are available for free and are uploaded onto your course OWL Brightspace site. In the toolbar at the top of our course OWL Brightspace page, find the “Content” tool, and then go to “Week 1/Unit 1,” “Week 2/Unit 2,” etc. Also refer to our Writing 1032 Schedule below. There is no other textbook for this course.

¹ Lydia Toorenburgh and Loren Gaudet. “Belonging as a Learning Outcome: A Case for Indigenous-only Writing Classrooms,” PowerPoint presentation, conference of the Canadian Association for the Study of Discourse and Writing/Association canadienne de rédaction, York University, Toronto, ON, Canada, May 28, 2023.

What Technology Do You Need?

- Writing 1032G (570) is an in-person course that also uses King's/Western's learning platform, OWL Brightspace, which is supported and maintained by Western Technology Services (WTS). To access the course, it is recommended to use a Google Chrome browser (the latest version).
- For support with OWL Brightspace, please check out the [OWL Brightspace Learner Support Site](https://brightspacehelp.uwo.ca/student/): <https://brightspacehelp.uwo.ca/student/>
- If you are having difficulties, you can access technical help by creating an [OWL Brightspace service ticket](https://brightspacehelp.uwo.ca/contact-us.html): <https://brightspacehelp.uwo.ca/contact-us.html>
- If you have accessibility needs, you can find information on the [OWL Brightspace Learner Support Site's Accessibility](https://brightspacehelp.uwo.ca/student/account-accessibility.html) page: <https://brightspacehelp.uwo.ca/student/account-accessibility.html>. Please also contact me. Accessibility of course materials is important to me. Please let me know if you need course materials in a different format, or if I can improve the course's design to make it more accessible. I am happy to receive feedback and to work with you on this.
- To take this course, you will also need:
 - Internet access
 - Access to a laptop or other device with a microphone
 - A quiet space to study or take part in occasional online synchronous learning (for example, one-on-one Zoom meetings with me)

Accessibility at King's

- This course attempts to apply universal design principles and multimodal delivery, but I recognize that enhancing access is always a work-in-progress.
- Because **your participation and success in this class matter to me**, I want to ensure that the course is responsive to your needs. If there is anything I can do to make the course more accessible and friendly for you, please let me know. I welcome your ideas and would love to hear from you. I will work with you to minimize any barriers to inclusion that you have encountered, including barriers related to disability, race, gender identity, sexual orientation, language, culture, religion, academic background, age, or socioeconomic status.
- Accommodations for exams, other assessments, or course delivery are your right; if you need any, please visit the [King's Accessibility and Counselling Office](https://www.kings.uwo.ca/current-students/student-affairs/accessibility-services/): <https://www.kings.uwo.ca/current-students/student-affairs/accessibility-services/>
- Also, if you need accommodations, but you do not have formal accommodations from King's Accessibility and Counselling Office, please still reach out to speak with me.
- For information on accessible routes, temporary service disruptions, feedback about the accessibility of services, and policies related to service animals, support persons, and assistive devices, please visit [King's Accessibility Website](https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/hr/accessibility/): <https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/hr/accessibility/>

OWL Brightspace Tools and Advice to Help You Succeed in the Course

Writing 1032 is designed to prepare you for successful writing in Childhood and Youth Studies. To

achieve academic writing success, you will need to learn to effectively navigate the wider academic conventions and expectations necessary to participate effectively in the CYS discourse community. Therefore, this course not only prepares you to write skillfully in your discipline but also prepares you to navigate the wider academic requirements of CYS. You will need to be actively engaged in this Process, and this requires full participation in all elements of the course.

The readings, lesson PowerPoint slides used in class, assignment instructions, and resources for this course will be posted on the course OWL site.

Each of the **highlighted** words in the notes below refers to an item in the toolbar at the top of our course OWL Brightspace page:

1. Use the **COURSE HOME** tool, which gives you a quick picture of the course. This tool displays widgets with course content, class announcements, upcoming due dates and calendar events, and a brief introduction to your instructor. Read this page carefully, open all the tools on your first day, and explore each OWL Brightspace feature to make the best use of it. Get to know your instructor--**keep in touch with me and with each other!** If you need information or help, or if you would like to share your thoughts, email me at epez2@uwo.ca. You will also find a Zoom link in the Course Home tool to attend office hours and your required one-on-one meeting with me. I would love to help you and receive feedback from you too. I am aware that many students struggle with multiple concerns, such as exclusion, discrimination, finding affordable housing and food, mental and physical health concerns, and more, which can impact students' academic performance. I know it can feel like a hard thing to do, but I hope you will reach out to me with your concerns so that I can offer you support in the course and put you in touch with support resources at King's and Western. Please also find some King's and Western support resources listed after the schedule on this course outline.
2. Use the **CONTENT** tool to access the readings and lesson PowerPoints for this course. This tool is structured with the following content:
 - a. Go to "Overview" for a brief introduction to the course.
 - b. In "Syllabus," you will find out what is expected of you as you read your assigned texts; interact with other students and with me; complete coursework and assignments; and participate in community learning, group/pair tasks, and discussions. In the syllabus, pay close attention to **Your Writing 1032 Schedule**, which will tell you exactly how to complete each week's work: what to read, what to research, and what assignments are due. You and I are expected to be disciplined, professional, engaged, responsible for our own learning progress, and contribute to the growth of our learning community.
 - c. In "Week 1/Unit 1," "Week 2/Unit 2," etc., you will find the required course readings/resources for each week's lessons and assignments. **Before** each class, you must complete the assigned weekly reading (please refer to **Your Writing 1032 Schedule** in this syllabus/course outline). When you read, you must find out word meanings, mark key ideas, and keep notes on your responses and any questions you may have. The readings can be challenging, so making notes of questions and asking them will help you learn.

- d. PowerPoint slides used in the weekly class lessons will be available in “Week 1/Unit 1,” “Week 2/Unit 2,” etc. The course has **12** lesson units, plus required one-on-one Zoom meetings with me in Week 10.
 - e. For some video resources about The Write Place (the writing support centre at King’s) and the King’s Writing program, go to the tab for “The Write Place.”
3. The **CALENDAR** tool will help you manage your time responsibly by showing you important due dates in the course. To succeed in this course, **each week** (for 13 weeks) you will need to spend about 6 hours as follows:
- a. 1-2 hours on reading, including looking up words and making notes;
 - b. 2.5 hours in class;
 - c. 2 hours on research and out-of-class writing.

Some weeks will be busier than others. Be sure to budget your time efficiently. If you need to know more about important university dates (Add/Drop deadlines, the exam period and Study Days, etc.), go to [this page on Academic Dates and Events for Western University:](https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/)

- <https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>
4. In the **COMMUNICATIONS** tool, you will find important course announcements and a place to sign up for a required Zoom meeting with your instructor in Week 10 and to sign up for presentations in Weeks 12 and 13.
- a. “Announcements” will be used to remind you, through the course home page and your Western email, of upcoming deadlines and other important information. **You will be responsible for keeping up with and reading all announcements because they will be used to communicate important course information.** It is especially important to check your Western email, or forward your Western emails to your personal email, because of this. **It is essential to check your Western email each school day. Please do not reply to Brightspace announcements/notifications because I will not receive your response unless you email me directly at epez2@uwo.ca** Thanks!
 - b. In “Groups,” you will be able to sign up for your required Zoom meeting with your instructor during Week 10 and to sign up for your presentation in Weeks 12 and 13.
5. In the **ASSESSMENTS** tool, go to “Assignments” to find instructions for and to submit your course assignments. When grades and feedback are available for your assignments, you can find them in the “Assessments” tool. Pay attention to the **Summary of Assessment Weights and Due Dates chart** below, which includes assignments and the final exam. Start working on your assignments early to complete them by the submission due dates. Make sure you have time to book an appointment with a tutor at The Write Place, the writing support centre at King’s.
6. In the **GRADES** tool, you will find your grades for each assignment when they are available; however, you will need to go to the “Assessments” tool to find all my feedback.
7. In the **HELP** tool, you can access technical support for OWL Brightspace.

Class Attendance and Participation

- Reading your texts according to the schedule, attending class regularly, and participating in discussions are very important. You each have your own diverse set of skills, knowledge, and

experiences that you bring to our community, and I value these contributions. Class participation means speaking up in class discussions, contributing ideas, asking questions, and listening carefully when someone else is sharing in class. 10% of your course grade is for your class participation. Class participation grades will be earned by attending and participating in at least six classes, attending the required one-on-one Zoom meeting with your instructor in Week 10, asking or answering a question in at least one classmate's presentation in Week 12 or Week 13, and acting respectfully and ethically in your interactions within our classroom community. **Class participation will enrich your experience of the course and help everyone learn.**

- Please be punctual: it will reflect consideration for your classmates, for me, and for the learning process. Class will start on time. There will be two 10-minute breaks during class.
- If I feel that you are absent too often or are not keeping up with the required work each week, I will contact you about this and do my best to work with you on any issues or problems you are facing. Please talk to me, even though this can feel like a difficult thing to do.
- If you are not able to complete the work in a way that meets the course goals, it will not be possible to pass the course.

What Expectations for Ethical Behaviour, Politeness, and Honesty Govern Our Interactions?

- You and I (your instructor) are expected to be professional, respectful, and kind to each other when we are interacting. We must be respectful of this course's goals, of each other's privacy, and of our diverse views and standpoints. Going beyond mere professionalism, **I hope you will work with me to build an anti-oppressive, equitable, and inclusive class community that honours each person's identity (including their pronouns), self-expression, language, and experience.**
- Please refer to the King's [Code of Student Responsibilities and Conduct](https://www.kings.uwo.ca/kings/assets/File/currentStudents/studentLife/conduct/student-code-of-conduct.pdf): <https://www.kings.uwo.ca/kings/assets/File/currentStudents/studentLife/conduct/student-code-of-conduct.pdf>
- This course's content, created by your faculty members and fellow students in the class, should not be distributed, shared in any public domain, or sold without prior written consent of the faculty members or students. Please do not record classes without my explicit consent.

Assignments, Academic Integrity, and Generative AI Policy

- Term assignments are worth 70% of your total course mark, and the final examination is worth 30%.
- All assignments and examinations **must be done by you**, following the instructions outlined on the course OWL Brightspace site. Students often resort to [plagiarism](https://www.lib.uwo.ca/tutorials/plagiarism/index.html) (<https://www.lib.uwo.ca/tutorials/plagiarism/index.html>) when they are under pressure, so time management and keeping in touch with your instructor about your concerns are key. Shortcuts such as copy-pasting of large amounts of text, [contract cheating](https://www.uwo.ca/ombuds/pdf/aicotips.pdf) (<https://www.uwo.ca/ombuds/pdf/aicotips.pdf>), and [self-plagiarism](https://www.kings.uwo.ca/kings/assets/File/academics/ml/writePlace/academic/PlagiarismVoicethead-transcript-Aug-2020.pdf) (<https://www.kings.uwo.ca/kings/assets/File/academics/ml/writePlace/academic/PlagiarismVoicethead-transcript-Aug-2020.pdf>) are subject to [Western's scholastic discipline policy](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf) (https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

). The assignments must not be the same work, or adapted work, that you submitted for any other course that you have taken before. Submitting the same essay or copying and pasting passages from an essay that you submitted for another course (whether in university, college, or high school) is considered **plagiarism** (specifically, it is **self-plagiarism**). These shortcuts also defeat the purpose for which you take a course: learning and developing skills. Patchwriting (copying and slightly modifying “patches” of borrowed text) is less serious but is also unacceptable. If you are worried or unsure how to avoid plagiarism, please reach out to me; I am always happy to help you.

- In this course, **generative Artificial Intelligence (AI) tools** (for example, Microsoft Office Editor) are permitted exclusively for helping you edit your grammar, translate text, generate citations, and create presentation slides. Otherwise, use of generative AI tools such as ChatGPT is not permitted for any assessments, including assignments, discussion posts, and examinations. Here is the reason that generative AI tools are not permitted: this course aims to help you develop reading, writing, and thinking skills that you will need for your other university courses (please refer to the Writing 1032 Learning Outcomes in this document). Using generative AI tools to do the work for you will not help you develop your own thinking, reading, and writing skills. Moreover, generative AI tools also create text that can contain bias, prejudice, and other errors. They are shockingly destructive to the environment. If I have concerns about one of your assignments, I will contact you about this.
- **Please keep a copy of all your assignments**; if a submitted assignment is lost, you will be asked to submit the duplicate immediately for grading.
- You are encouraged to seek feedback from The Write Place, which is the writing help centre at King’s, on all assignments in this course. [Make your appointment](https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/appointments/) early: <https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/appointments/>
- The **final examination** will test your understanding of key course concepts and your ability to apply the academic essay writing skills discussed in this course. Advice on how to prepare will be provided in Week 12. The date, time, and location of the final exam will be announced at a later date.

Summary of Assessment Weights and Due Dates

All instructions for these writing tasks will be on OWL Brightspace:

- Assignment 1: Critical Reading
 - Weight: 10%
 - Due date/time: Jan. 23, 11:55 PM, in “Assignments” (“ASSESSMENTS” tool)
- Assignment 2: Critical Review (600–750 words + references)
 - Weight: 10%
 - Due date/time: Feb. 13, 11:55 PM, in “Assignments” (“ASSESSMENTS” tool)
- Assignment 3: Research Paper Proposal and Research Log (600–750 words + references)
 - Weight: 15%
 - Due date/time: Feb. 27, 11:55 PM, in “Assignments” (“ASSESSMENTS” tool)
- Assignment 4: Research Presentation and Paper (6 min. in-class presentation, online VoiceThread presentation option also available; 1000–1200-word paper + references)
 - Weight: 25%

- Due date/time: Presentation due on Mar. 30, 8:30 AM, OR Apr. 6, 8:30 AM (submit presentation script and presentation slides before you present; Paper due on Apr. 9, 11:55 PM)
- Class participation and attending required Zoom meeting with instructor
 - Weight: 10%
 - Due date/time: During the classes, with required Zoom meeting during Week 10
- Final Examination
 - Weight: 30%
 - Due date/time: In-person; date, time, and location to be announced

What Happens if You Submit an Assignment After the Due Date?

Since writing is a process, and since each Writing assignment builds on the previous one, **I strongly encourage you to stay within the deadlines.**

All students can have 48 hours of extra time past the posted deadline for Assignments 1-3 without notifying me. If you need more than the extra 48 hours, and have compassionate, ceremonial, religious, spiritual, or medical grounds for late submission, **please contact me as soon as possible to set up a new submission date. If you are unable to present Assignment 4 on the date for which you signed up, please contact me as soon as possible. In case of academic consideration, course requirements will be met through a make-up opportunity for assignments or reweighted grades for participation.** If you are permitted a late submission, please e-mail the assignment to me at epez2@uwo.ca.

Late submissions after the last day of classes can only be arranged through an academic advisor from the Academic Advising Office of your faculty/college of registration. Academic consideration for the final exam can only be granted by an academic advisor from the Academic Advising Office of your faculty/college of registration. Please follow the procedure set out on the Academic Policies pages at the end of this course outline.

How Do You Access Feedback on Your Assignments?

- When your feedback for an assignment has been posted, please go to the “Assessments” tool and then to “Assignments.” Find the name of your assignment on the “Assignments” page, and then go to “Unread” in the “Evaluation Status” column.
- If you have difficulty finding my feedback for an assignment, or if my feedback is unclear, please contact me immediately at epez2@uwo.ca! I am delighted to help you!

Your Writing 1032 Schedule: Reading, Lessons, and Writing

This course has **twelve units**. Each unit

- asks you to complete specific **readings**

- involves class **lessons** (lectures), and
- asks you to complete one or more **writing** tasks.

Please **complete the readings before class each week** since you will not benefit as much from and will not be prepared to contribute as much to the class lessons without doing the reading. In addition, you **must** attend a required one-on-one virtual meeting with me. You are welcome to request additional meetings by e-mail or in class.

Week 1, UNIT 1: Jan. 5

- **Reading** (Go to CONTENT tool):
 1. Our course outline/syllabus (in the CONTENT tool)
 2. Purdue Online Writing Lab. "Writing is Discipline Specific." Purdue University, 2020. https://owl.purdue.edu/owl/graduate_writing/what_is_writing/writing_is_discipline%20specific.html. (check out video and transcript on the webpage)
- **Lessons** (In class; PowerPoint slides used in class will be posted to the CONTENT tool):
 1. Introduction to the course
 2. Writing for Childhood and Youth Studies discourse community
 3. Introduction to positionality and intersectionality
 4. Time management and coping with test stress (presentation from King's Accessibility, Counselling, and Student Development)
- **Writing/Speaking Tasks** (In class):
 1. Class participation

Week 2, UNIT 2: Jan. 12

- **Reading** (Go to CONTENT tool):
 1. Melzer, Dan. "Understanding Discourse Communities." In *Writing Spaces: Readings on Writing*. Vol. 3. Edited by Dana Driscoll, Mary Stewart, and Matthew Vetter. WritingSpaces.org; Parlor Press; The WAC Clearinghouse, 2020. <https://wac.colostate.edu/docs/books/writingspaces3/melzer.pdfspaces3/>.
 2. Gee, James Paul. "Introduction." In *An Introduction to Discourse Analysis: Theory and Method*. 4th ed. Routledge, 2014. <https://www.taylorfrancis.com/books/mono/10.4324/9781315819679/introduction-discourse-analysis-james-paul-gee> (on the site, click on "Preview PDF," please read from page 2 to the second paragraph of page 8).
- **Lessons** (In class; PowerPoint slides used in class will be posted to the CONTENT tool):
 1. Discourse community (critical approaches to writers and discourse communities)

2. Understanding childhood discourses
3. Library research presentation

- **Writing/Speaking Tasks** (In class):

1. Class participation

Week 3, UNIT 3: Jan. 19

- **Reading** (Go to CONTENT tool):

1. Ryan, Patrick Joseph. "Discursive Tensions on the Landscape of Modern Childhood." *Educare* 2 (2011): 11–37. <https://doi.org/10.24834/educare.2011.2.1208>.
2. Purdue Online Writing Lab. "Questions for Genre Analysis." Purdue University, 2025. https://owl.purdue.edu/owl/graduate_writing/introduction_to_writing/documents/questions_for_genre_analysis.pdf.
3. Truth and Reconciliation Commission of Canada. *Truth and Reconciliation Commission of Canada: Calls to Action*. 2015. https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf. (please read the calls to action for child welfare and education on pages 1-2).

- **Lessons** (In class; PowerPoint slides used in class will be posted to the CONTENT tool):

1. Critical reading and positionality
2. Discourses of childhood
3. Genre: Writing for a particular audience (discourse community); tone, purpose, form

- **Writing/Speaking Tasks** (In class and on the ASSESSMENTS tool):

1. Class participation
2. **Assignment 1: Critical Reading** (10%); **due Jan. 23, 11:55 PM**; find instructions and submit in "Assignments" (ASSESSMENTS tool)

Week 4, UNIT 4: Jan. 26

- **Reading** (Go to CONTENT tool):

1. Academic Skills at Trent University. "How to Write Academic Reviews." Trent University, 2025. <https://www.trentu.ca/academicskills/how-guides/how-write-university/how-approach-any-assignment/how-write-academic-reviews>.
2. Sample annotated critical review (available in "Week 4/Unit 4")
3. Varley, Autumn. "'You Don't Just Get Over What Has Happened to You': Story Sharing, Reconciliation, and Grandma's Journey in the Child Welfare System." *First Peoples Child and Family Review* 11, no. 2 (2016): 69–75. <https://fpcfr.com/index.php/FPCFR/article/view/306/264>. **Content Warning** – References to settler-colonial violence

- **Lessons** (In class; PowerPoint slides used in class will be posted to the CONTENT tool):

1. Critical review as genre
2. Writing a critical review
3. Challenging settler-colonial childhood discourse

- **Writing/Speaking Task** (In class):

1. Class participation

Week 5, UNIT 5: Feb. 2

- **Reading** (Go to CONTENT tool):

1. Curran, Tillie, and Katherine Runswick-Cole. "Disabled Children's Childhood Studies: A Distinct Approach?" *Disability & Society* 29, no. 10 (2014): 1617–30.
<https://doi.org/10.1080/09687599.2014.966187>. **Content Warning** – References to ableism
2. Go to the "Citation Resources" folder, and browse the resources in Chicago and APA style.

- **Lessons** (In class; PowerPoint slides used in class will be posted to the CONTENT tool):

1. Engaging with diverse childhood discourses –Children with disabilities
2. APA and Chicago citation and their logic (transferring skills to other courses, sharing knowledge)
3. Using Purdue OWL for creating in-text and bibliographical citations

- **Writing/Speaking Task** (In class):

1. Class participation

Week 6, UNIT 6: Feb. 9

- **Reading** (Go to CONTENT tool):

1. Epstein, Rebecca, Jamilia J. Blake, and Thalia Gonzalez. *Girlhood Interrupted: The Erasure of Black Girls' Childhood*. Georgetown Law Center on Poverty and Inequality, 2020.
<https://genderjusticeandopportunity.georgetown.edu/wp-content/uploads/2020/06/girlhood-interrupted.pdf>. **Content Warning** – References to anti-Black racism
2. Student Academic Success. *Brainstorming and Mind Mapping*. Monash University, 2025.
https://www.monash.edu/student-academic-success/enhance-your-thinking/brainstorm-and-mind-map#tabs_2824618-02 (Go to "What does mind mapping look like?" for a video resource).
3. Archer Library. "Developing a Working Thesis." *SPARK: Student Papers and Academic Research Kit*. University of Regina, September 4, 2025.
<https://library.uregina.ca/c.php?g=740665&p=5346183>.

4. Archer Library. "Strategies for Starting." *SPARK: Student Papers and Academic Research Kit*. University of Regina, September 4, 2025.
<https://library.uregina.ca/c.php?g=740665&p=5346181>.
5. Archer Library. "Creating Graphic Notes." *SPARK: Student Papers and Academic Research Kit*. University of Regina, September 4, 2025.
<https://library.uregina.ca/c.php?g=740665&p=5346148>.

- **Lessons** (In class; PowerPoint slides used in class will be posted to the CONTENT tool):

1. Engaging with diverse childhood discourses – Black childhoods
2. Incorporating sources into paragraphs and writing strong paragraphs
3. Invention drafting practices (e.g., prewriting, mapping, outlining, visual organizers, digital tools)

- **Writing/Speaking Tasks** (In class and on ASSESSMENTS tool):

1. Class participation
2. **Assignment 2: Critical Review** (10%; 600–750 words + references; **due Feb. 13, 11:55 PM**; find instructions and submit in "Assignments" (ASSESSMENTS tool))

Reading Week: Feb. 14–22 (No classes)

Week 7, UNIT 7: Feb. 23

- **Reading** (Go to CONTENT tool):

1. Chitty, Sara Mai. "Indigenous Storytelling and Media Representation [Digital curriculum module]." In *Maatookiiying gaa-miinigoowiziying (Sharing our gifts)*. Western University, 2022.
Content Warning – References to settler-colonial violence
2. Go to the [King's Library Research Guides](https://kings.uwo.libguides.com/?b=s) (<https://kings.uwo.libguides.com/?b=s>), and find two relevant sources that you will use for your research paper (Assignment 4)

- **Lessons** (In class; PowerPoint slides used in class will be posted to the CONTENT tool):

1. Reflection on "Indigenous Storytelling and Media Representation" and challenging settler-colonial discourses
2. Establishing an argument in the field of Childhood and Youth Studies

- **Writing/Speaking Tasks** (In class and on ASSESSMENTS tool):

1. Class participation
2. **Assignment 3: Research Paper Proposal and Research Log** (15%; 600–750 words + references; **due Feb. 27, 11:55 PM**; find instructions and submit in "Assignments" (ASSESSMENTS tool))

Week 8, UNIT 8: Mar. 2

- **Reading** (Go to CONTENT tool):

1. Peltier, Autumn. *Autumn Peltier, 13-year-old Water Advocate, Addresses UN*. CBC News. March 22, 2018. YouTube video, 4:57 minutes. <https://www.youtube.com/watch?v=zg60sr38oic>.

2. Peltier, Autumn. "Autumn Peltier on Youth Activism, Challenging Trudeau, and a Future in Politics." By Marie-Danielle Smith. *Maclean's*, December 7, 2021. <https://macleans.ca/society/autumn-peltier-on-youth-activism-challenging-trudeau-and-a-future-in-politics/>.
3. Thunberg, Greta. *Greta Thunberg's Full Speech to World Leaders at UN Climate Action Summit*. PBS News. YouTube video, 5:20 minutes. <https://www.pbs.org/newshour/world/read-climate-activist-greta-thunbergs-speech-to-the-un#:~:text=You%20have%20stolen%20my%20dreams,fairytales%20of%20eternal%20economic%20growth>.
4. UCLA Undergraduate Writing Center. *Writing Research Proposals*. Humanities Division, UCLA College, 2016. <https://uwc.ucla.edu/wp-content/uploads/2015/12/Writing-Research-Proposals.pdf>.
5. Michigan State University. "Poster Presentations." *Undergraduate Research*. <https://urca.msu.edu/posters> (please find video resource on the page).

- **Lessons** (In class; PowerPoint slides used in class will be posted to the CONTENT tool):

1. Children's ecological discourses
2. Effective body paragraph writing

- **Writing/Speaking Tasks** (In class):

1. Class participation

Week 9, UNIT 9: Mar. 9

- **Reading** (Go to CONTENT tool):

1. Smith, Stewart J. "Challenging Islamophobia in Canada: Non-Muslim Social Workers as Allies with the Muslim Community." *Journal of Religion & Spirituality in Social Work* 39, no. 1 (2020): 27–46. https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/15426432/v39i0001/27_ciinsaawtmc.xml (available in Western Libraries online—if off-campus, log in with your Western student ID and password): **Content Warning** – References to Islamophobia

- **Lessons** (In class; PowerPoint slides used in class will be posted to the CONTENT tool):

1. Engaging with diverse childhood discourses – Muslim youth
2. Incorporating sources into paragraphs and writing strong paragraphs

- **Writing/Speaking Tasks** (In class and on COMMUNICATIONS tool):

1. Class participation
2. On the COMMUNICATIONS tool (go to "Groups"), sign up for the following:
 1. to do class presentation for Assignment 4 on Mar. 30 or Apr. 6
 2. to attend next week's required Zoom meeting with your instructor

Week 10, UNIT 10: Mar. 16-20

- **Reading** (Go to ASSESSMENTS tool):
 1. On Mar. 16, read the feedback that I have given on your Assignment 3: Research Paper Proposal and Research Log; go to “Assignments” (ASSESSMENTS tool); **open the attachment** that I have returned with your grade to find the comments I have posted throughout your proposal, AND find my **summary comments**.
- **Lessons: No class**
- **Writing/Speaking Tasks** (on Zoom; go to CONTENT tool):
 1. Participation in the **one-on-one required Zoom meetings with instructor for research paper proposal and research log feedback**: discuss your research paper proposal and research log with me; be prepared to ask me questions about my comments on your Assignment 3 and to discuss questions about the Assignment 4 presentation and paper.

Week 11: Mar. 23

- **Reading** (Go to CONTENT tool):
 1. Martino, Wayne, Jenny Kassen, and Kenan Omercajic. “Supporting Transgender Students in Schools: Beyond an Individualist Approach to Trans Inclusion in the Education System.” *Educational Review (Birmingham)* 74, no. 4 (2022): 753–72.
<https://doi.org/10.1080/00131911.2020.1829559> **Content Warning** – References to transphobia.
- **Lessons** (In class; PowerPoint slides used in class will be posted to the CONTENT tool):
 1. Engaging with diverse childhood discourses – Trans youth
 2. Revision and editing
- **Writing/Speaking Tasks** (In class):
 1. Class participation

Week 12 (UNIT 11): Mar. 30

- **Reading** (Go to CONTENT tool):
 1. Complete Student Questionnaire on Courses and Teaching (SQCT) for this course

- **Lessons** (In class; PowerPoint slides used in class will be posted to the CONTENT tool):
 1. Class review and exam preparation
 2. Student presentations

- **Writing/Speaking Tasks** (In class and on ASSESSMENTS tool):
 1. **Assignment 4: Research Presentation and Paper (25%; 6 min. in-class presentation, online VoiceThread presentation option also available; 1000 –1200-word paper + references)** go to ASSESSMENTS tool for instructions (go to “Assignments”); **presentation due Mar. 30, 8:30 AM, OR Apr. 6, 8:30 AM; before the presentation, submit presentation script and slides on ASSESSMENTS; present in class or post online on VoiceThread on Mar. 30 OR Apr. 6, at the time for which you signed up; Paper due on Apr. 9, 11:55 PM, on ASSESSMENTS (go to “Assignments”)**
 2. Participation in student presentations by asking/answering questions

Week 13 (UNIT 12): Apr. 6

- **Reading** (Go to CONTENT tool):
 1. Complete Student Questionnaire on Courses and Teaching (SQCT) for this course

- **Lessons** (In class; PowerPoint slides used in class will be posted to the CONTENT tool):
 1. Student research presentations

- **Writing/Speaking Tasks** (In class and on ASSESSMENTS tool):
 1. **For those who did not yet do a research presentation or submit a research paper: Assignment 4: Research Presentation and Paper (25%; 6 min. in-class presentation, online VoiceThread presentation option also available; 1000 –1200-word paper + references)** go to ASSESSMENTS tool for instructions (go to “Assignments”); **presentation due Apr. 6, 8:30 AM; before the presentation, submit presentation script and slides on ASSESSMENTS; present in class or post online on VoiceThread on Apr. 6, at the time for which you signed up; Paper due on Apr. 9, 11:55 PM, on ASSESSMENTS (go to “Assignments”)**
 2. Participation in student presentations by asking/answering questions

Final exam: (30%) in-person exam. Date, time, and location to be announced. (Final examination period: Apr. 12-20, 2026)

Some King’s and Western Support Resources for Students

Academic and Learning Supports

- To get friendly tutoring and feedback on your writing, contact The Write Place:
<https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/>

- To get academic counselling (adding and dropping courses, choosing programs, requesting academic consideration, and so on), contact the Academic Advising Office: <https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/academic-deans-office/>
- The Learning Hub: <https://www.kings.uwo.ca/current-students/academic-resources/learning-hub/>
- King's Learning Skills Services: <https://www.kings.uwo.ca/current-students/student-affairs/learning-skills-services/>
- Western's learning support services: <https://learning.uwo.ca/>
- King's Academic Mentoring Program (KAMP): <https://www.kings.uwo.ca/current-students/academic-resources/kamp/>

Accessibility and Personal Counselling, Support with Food and Housing

- The Accessibility, Counselling & Student Development (ACSD) Department (<https://www.kings.uwo.ca/current-students/student-affairs/acsd-student-supports/>) offers a number of services, including accessibility supports, personal counselling, support with food and housing, and appointments with the King's Case Manager/Counsellor: <https://www.kings.uwo.ca/current-students/student-affairs/campus-and-community-social-worker/> Questions? Contact acsd@kings.uwo.ca or call 519-433-3491 ext. 7800.
- King's Case Manager/Counsellor: care@kings.uwo.ca
- King's Food and Housing Resources: <https://www.kings.uwo.ca/current-students/student-affairs/food-and-housing-resources/>
- Mental health supports and groups at King's: <https://www.kings.uwo.ca/current-students/student-affairs/mental-health-and-wellness-at-king-s/>

Black and Racialized Student Supports

- Black Students Association at Western: <https://www.facebook.com/bsawestern/>
- Career Opportunities for Black Students: <https://www.kings.uwo.ca/current-students/student-affairs/career-connect/look-for-employment/black-students/>
- Human Rights Office (reporting discrimination and harassment): <https://www.uwo.ca/hro/discrimination/help/index.html>
- Ethnocultural Support Services: <https://westernusc.ca/services/ethnocultural-support/>
- Jennifer Slay, EDID Advisor to the President, Jennifer.Slay@kings.uwo.ca
- King's/Brescia Joint President's Anti-Racism Working Group (Kings): <https://www.kings.uwo.ca/about-kings/edid/kings-brescia-joint-presidents-anti-racism-working-group/>
 - *"They Think You are Exaggerating": A Report on Campus Racial Climate at King's and Brescia* (summary): <https://www.kings.uwo.ca/kings/assets/File/communications/news/Executive%20Summary%20-%20Report.pdf>
 - *"They Think You are Exaggerating": A Report on Campus Racial Climate at King's and Brescia* (full report):

<https://www.kings.uwo.ca/kings/assets/File/communications/news/KBARWG%20REPORT.pdf>

- "Responding to Student Reports about Racism: Some Promising practices for faculty, students, and administrators" (King/Brescia Joint President's ARWG):

<https://www.kings.uwo.ca/about-kings/edid/kings-brescia-joint-presidents-anti-racism-working-group/anti-racism-conversation-starters/responding-to-student-complaints/>

- Anti-Racism Working Group, Final Report (Western): <https://www.president.uwo.ca/pdf/arwg-final-report-to-president-shepard-fnl.pdf>

Muslim Student Supports

- Naseeha Mental Health Support for Muslims: (Phone) 1-866-Naseeha (627-3342); <https://www.naseeha.org/>
- Ethnocultural Support Services: <https://westernusc.ca/services/ethnocultural-support/>
- Human Rights Office (reporting discrimination and harassment): <https://www.uwo.ca/hro/discrimination/help/index.html>
- Jennifer Slay, EDID Advisor to the President, Jennifer.Slay@kings.uwo.ca
- "Responding to Student Reports about Racism: Some Promising Practices for Faculty, Students, and Administrators" (King/Brescia Joint President's ARWG): <https://www.kings.uwo.ca/about-kings/edid/kings-brescia-joint-presidents-anti-racism-working-group/anti-racism-conversation-starters/responding-to-student-complaints/>

Indigenous Student Supports

- Dean of Students and Campus Life, in partnership with Indigenous Initiatives at Western: <https://www.kings.uwo.ca/current-students/student-affairs/indigenous-students/>
- King's Indigenous Students Association (contact kisa@kusc.com)
- Indigenous Initiatives at Western: <https://indigenous.uwo.ca/>
- Indigenous Student Centre: <https://indigenous.uwo.ca/students>
- Talk4Healing (confidential helpline for Indigenous women): <https://www.beendigen.com/programs/talk4healing/>
- Ethnocultural Support Services: <https://westernusc.ca/services/ethnocultural-support/>
- Human Rights Office (reporting discrimination and harassment): <https://www.uwo.ca/hro/discrimination/help/index.html>
- Jennifer Slay, EDID Advisor to the President, Jennifer.Slay@kings.uwo.ca
- "Responding to Student Reports about Racism: Some Promising Practices for Faculty, Students, and Administrators" (King/Brescia Joint President's ARWG): <https://www.kings.uwo.ca/about-kings/edid/kings-brescia-joint-presidents-anti-racism-working-group/anti-racism-conversation-starters/responding-to-student-complaints/>

2SLGBTQIA+ Supports

- King's 2SLGBTQIA+ Resource Hub: <https://www.kings.uwo.ca/current-students/student-affairs/2slgbtqia-online-resource-hub/>
- Preferred chosen name request form: https://www.registrar.uwo.ca/services/pdfs/Name_change_PFN_form.pdf
- King's 2SLGBTQIA+ career resources: <https://www.kings.uwo.ca/current-students/student-affairs/career-connect/look-for-employment/lgbtq2s-students/>
- Western Pride: https://www.uwo.ca/faculty_staff/pride.html
- The Pride Library at Western: <https://www.uwo.ca/pridelib/>
- Human Rights Office (reporting discrimination and harassment): <https://www.uwo.ca/hro/discrimination/help/index.html>

International Student Supports

- King's International: <https://www.kings.uwo.ca/current-students/student-affairs/kings-international/>
- King's International Office, Alumni Court 220, Phone: 519-433-3491 ext. 4623
- He (Eric) Wang, Interim Manager, King's International
 - Office: Alumni Court 220A, Email: Eric.Wang@kings.uwo.ca, Phone: 519-433-3491 ext. 4782
- "Responding to Student Reports about Racism: Some Promising Practices for Faculty, Students, and Administrators" (King/Brescia Joint President's ARWG): <https://www.kings.uwo.ca/about-kings/edid/kings-brescia-joint-presidents-anti-racism-working-group/anti-racism-conversation-starters/responding-to-student-complaints/>

Mature and First-Generation Student Supports

- Society of Mature Students at Western: http://academicsupport.uwo.ca/transition_leadership_enrichment/new_students/mature_transfer_students.html
- First-Generation Students: https://registrar.uwo.ca/student_finances/first_generation.html#:~:text=Western%20offers%20financial%20help%20to,work%20study%20each%20academic%20year

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.

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

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 your 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](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.