



Writing 1032G (571)

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, needed for effective communication in the field of Childhood and Youth Studies.

Prerequisite(s):

Anti-requisite(s): Writing 002F/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 CYS (Section 571)
In-person course, Winter 2026

Instructor: Dr. Julie Prior Salman

E-mail: jprior3@uwo.ca

(Allow 24 business hours for response: Monday to Friday, 9 AM to 5 PM)

Course duration: January 5 - April 9, 2026

Office hours: TBD, or by appointment.

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 while applying these skills directly to childhood and youth concepts and issues.

Prerequisite: None. **Antirequisite(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.

Course Learning Outcomes

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 discourse specific to Children and Youth Studies as a discipline and prepares you to engage thoughtfully and critically in the field. After taking this course, you should be able to demonstrate:

1. 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);
2. The ability to effectively read, process and apply ideas and information from scholarly articles in your field;
3. Understanding of a diverse range of childhood discourses and ways of knowing;
4. The importance of decolonizing education and childhood(s) discourses;
5. A basic understanding of the terminologies, writing process, research, thesis/hypothesis, evidence and argumentation methods, citation/documentation, etc., specific to the field of CYS;
6. The ability to conduct research, assess and use relevant sources, find research gaps, and synthesize material from various sources;
7. Competence in various rhetorical strategies or techniques of writing in their 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;
8. Critical engagement with cultural literacy skills and strategies specific to CYS; and
9. Skills in oral presentation.

Course Materials

What readings will you do? Where will you find them?

Your readings are uploaded onto your course OWL site. Find the readings tool in the left-hand menu. There is no other textbook for this course.

How can you succeed in this course?

Writing 1032 is designed to prepare you for successful writing in Childhood and Youth Studies. To achieve academic writing success, you must 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 it 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. Some additional learning success tips:

- As in all things, communication is vital, so remember to **stay in touch with me!** If you need help, clarification, or additional information, you can always email me at jprior3@uwo.ca. Also, feel free to visit me during my office hours, or set up an appointment to meet me in person or via Zoom. You can also talk to me before or after class. Universities can be alienating environments, especially for new students, but it's important to remember that you can **reach out to me if you are struggling**. If I cannot help you directly, I can help put you in touch with those who can.
- **Come to class!** This sounds simple, but it's vital because the more present you are in the class the more comfortable you will be, and you also be much more likely to succeed. If you face any challenges with any security, marginalization, and mental health concerns, be sure to contact the services mentioned above. I am also happy to help connect you to resources. The earlier the better. If you are struggling to attend class, at times, due to work scheduling issues, be sure to let me know so that we can discuss alternative options that may help you stay on track.
- **Complete the readings** to your best ability. Some of the reading will be challenging and you will struggle at times to understand the content and ideas but asking questions is an integral part of the process. Identify the parts and be prepared to ask questions – chances are that others have the same questions. This will also help you participate more effectively in class. (For more information see **Full Participation** below.)

Make notes when you read (this includes questions for clarification).

- Be prepared to invest additional time (roughly 3-4 hours each week) outside of the classroom. Some weeks are busier than others, but on average this would include 1-2 hours for reading and notetaking and an additional two hours on research and writing for your assignments.

Full participation in this course means you do the following things:

1. **Read the Course SYLLABUS** carefully and engage with it regularly throughout the duration of the course. The syllabus tells you what is expected of you as you read your assigned texts; interact with other students and with me; complete coursework as well as assignments; and participate in community learning, group/pair tasks, and forum discussions. Be disciplined, professional, engaged, responsible for your own learning progress, and contribute to the growth of our learning community.
2. **Do your reading before you come to class.** You must complete the weekly reading. When you read, you must find out word meanings, mark key ideas, and keep notes on

your responses. Reading for each week should take you around one to two hours. Much of your participation mark will be based on how you integrate ideas from the readings into class discussion/forum posts. Readings can be found on the course OWL site.

3. **Active and ongoing participation** is required and will constitute 10% of your final grade so it is important that you engage as much as possible in class. The other 10% rewards active engagement with the readings and discussion that emerges from course content. You are expected to share and contribute in-person or in OWL discussion forums. Remember that asking questions and seeking clarification of course/reading concepts is also a valued part of this process and can often be very productive in generating class discussion. It's also important to remember that you cannot participate if you are not present, so **attendance is vital** in this respect as well. **Please read course material in advance, and take notes with your responses, insights, questions, and connections. You will then be well prepared to share and contribute in person.**
4. 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.
5. Note the **Assessment weights and due dates chart below**, which includes assignments and forum postings. Start working on your assignments early, not at the last minute. Make sure you have time to book an online appointment with a tutor at The Write Place, the writing support centre at King's. I strongly encourage you to stay within submission deadlines.
6. **The ANNOUNCEMENTS tool** will be used to remind you, through the course home page and other important information. Announcements will be posted on the course home page and sent to your Western email. It is especially important to check your Western email daily.

Important university dates (Add/Drop deadlines, the exam period and Study Days, etc.) are posted online, see [this page on Academic Dates and Events for Western University](#).

What expectations for ethical behaviour, politeness, and honesty govern our interactions?

- In this class, in addition to writing preparation, we will be discussing a range of issues that are integral to the field of Childhood and Youth Studies. Sometimes these issues provoke feelings of discomfort or points of disagreement. At the university level, we aim to challenge many of our preconceived notions of the world and to engage the course material in the spirit of thoughtful and critical practice.
- We are committed to establishing an anti-oppressive learning environment and equity, diversity and inclusion is a responsibility of all members of the King's community. See code of student responsibilities:
<https://www.kings.uwo.ca/kings/assets/File/currentStudents/studentLife/conduct/student-code-of-conduct.pdf>.

This requires that we listen carefully to those who are sharing in the classroom and allow them to finish their thoughts before speaking ourselves.

- **_We honor each other's preferred names and pronouns and respect the diverse languages, dialects and experiences that enrich the classroom.**
- **_We should feel comfortable disagreeing but always express our disagreement in respectful and generous terms.** Disagreement is often a generative element of discussion that can challenge others to reassess a long-held position, and this includes me. I don't expect you

to always agree with me, and I encourage you to express alternative perspectives, but to do so respectfully as well as rigorously (i.e., offer persuasive supporting rationales).

- **All assignments must be done by you**, following the instructions outlined on the course OWL site. You need not submit assignments to Turnitin routinely, but if I have concerns, I will ask for the assignment to be submitted for checking. It is important to note that students who plagiarize often report doing so because they felt they were unable to meet deadlines, so time management is key. [It is always better to talk to me if you are unable to meet a deadline so that we can discuss possible options.](#) Such an option will always be better than the risk of getting caught. Remember also that cheating in a course such as this is tantamount to cheating yourself as its purpose is to help you cultivate university-level skills, such as critical thinking, critical reading, creativity, and independent inquiry, and the ability to apply them in future years. Such skills can only be developed and refined through personal practice. See [Western's scholastic discipline policy](#).

- **For these reasons, you are not permitted to use artificial intelligence (AI) tools such as Chat GPT** in the writing process as you will be hindering your own academic development. Moreover, AI tools frequently produce incorrect, biased and sometimes prejudiced and offensive statements that will be attributed to the author.

What assignments will you be doing?

Your grade in this course will be based entirely on your assignments, participation, and final exam.

All assignments in this course **must be done by you**, following the instructions outlined on the course OWL site.

IMPORTANT: The assignments must not be the same work, or adapted work, 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's **self-plagiarism**). For more information on plagiarism, please see [Western University's policies on scholastic offences](#).

You must submit your written assignments in person as well as online--see the ASSIGNMENTS tool and FORUMS tool for details. **Oral presentation skills** will be evaluated in this course through a presentation to the class.

Please keep a copy of all your assignments in case a duplicate needs to be submitted.

Using the services of **The Write Place**, which is the writing help centre at King's, is strongly encouraged for all assignments in this course. Before you submit your Research paper proposal and Research paper assignments, you **must** receive feedback from The Write Place. [Make your appointment](#) early. Tell the tutor you are attending a mandatory (required) appointment. The tutor will check your name off on their class-list copy.

Assessment weights and due dates (Summary)

Each student will be given feedback on, and assigned a grade for the following written work:

Assessment (details will be on OWL)	Weight	Due date/time
Assignment 1: Reading Assignment	10%	Jan. 24
Assignment 2: Critical review (600-750 words)	10%	Feb. 14
Assignment 3: Research paper proposal and research log (600 - 750 words)	15%	Mar. 7

Assignment 4: Research paper and presentation (1000–1200 words/6 mins)	25%	Apr. 4
Participation	10%	Ongoing. Includes attendance, participation in class discussions, group activities, freewriting activities, writing conferences etc.
Final Exam	30%	TBA
100%		

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.** However:

- Understanding that deadline conflicts cannot always be avoided or planned for you will be afforded a *grace period* (two additional days without penalty) for each submission when necessary. Please do not use this option more than twice during the term.
- If you have compassionate, religious/cultural (e.g., attendance at Ceremony), or medical grounds for late submission, please follow the procedure set out in the Appendix to this course outline titled “Course Outline Policies Statement.” **If such circumstances arise, contact me in advance of the deadline to set up a new submission date.** If you are permitted a late submission beyond the two-day grace period allowed on OWL, **please e-mail the assignment to me at jprior3@uwo.ca.** I will then notify you once I’ve reopened the assignment folder for your submission on OWL.
- Late submissions after the last day of classes can be arranged with me via an academic counsellor.
- For a complete list of important King’s academic dates and events visit: <https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>
- Examinations scheduled by the Office of the Registrar during official examination periods (December, April) always require formal supporting documentation.

GRADE DESCRIPTORS

Western’s university-wide grade descriptors are as follows:

A+ 90–100	One could scarcely expect better from a student at this level
A 80–89	Superior work which is clearly above average
B 70–79	Good work, meeting all requirements, and eminently satisfactory
C 60–69	Competent work, meeting requirements
D 50–59	Fair work, minimally acceptable
F below 50	Fail

CLASS DATE	READINGS Go to the READINGS tool	TOPICS	WRITING/PRESENTING Go to the ASSIGNMENTS, FORUMS
Week 1	<ul style="list-style-type: none"> • Purdue Online Writing Lab, Writing is discipline specific (see video and transcript on the webpage) • Melzer, D. "Understanding Discourse Communities" 	<ul style="list-style-type: none"> • Introduction to the course • Writing for Children and Youth Studies discourse community • Introduction to positionality and intersectionality 	<p>Assignment 1: Reading Assignment (10%); due Jan. 24.</p>
Week 2	<ul style="list-style-type: none"> • Gee, J.P. "Introduction to Discourse Analysis: Theory and Method," p. 1-8 	<ul style="list-style-type: none"> • Discourse community (critical approaches to writers and discourse communities) • Understanding childhood discourses 	
Week 3	<ul style="list-style-type: none"> • Ryan, P. "Discursive Tensions on the Landscape of Modern Childhood" • Purdue Online Writing Lab page on Questions for genre analysis. • Read "Truth and Reconciliation Calls to Action for Child Welfare and Education." 	<ul style="list-style-type: none"> • Critical reading and positionality • The emergence of modern discourses of childhood • Genre: Writing for a particular audience (discourse community); tone, purpose, form 	
Week 4	<ul style="list-style-type: none"> • Read critical review guide in OWL "Resources." • Read sample annotated critical review Varley, A. "You Don't Just Get Over What Happened to you: Story Sharing, Reconciliation, and Grandma's Journal Through the Child Welfare System" Content Warning—References to settler-colonial violence 	<ul style="list-style-type: none"> • Critical review as genre • Writing a critical review • Challenging settler colonial childhood discourse • Developing research goals and questions 	<p>Assignment 2: Critical review (10%; 600-750 words; see ASSIGNMENTS tool for instructions; due Feb. 14</p>
Week 5	<ul style="list-style-type: none"> • Curran, T. & Runswick-Cole, K. "Disabled children's childhood studies: a distinct approach?" 	<ul style="list-style-type: none"> • Engaging with diverse childhood discourses – Children with disabilities • Chicago citation and its logic (transferring skills 	

	<ul style="list-style-type: none"> Go to the “Citation Resources” folder on OWL Resources, and browse the resources in Chicago style <p>Content Warning— References to ableism</p>	<p>to other courses, sharing knowledge)</p> <ul style="list-style-type: none"> Using Purdue OWL for creating in-text and bibliographical citations 	
Week 6	<ul style="list-style-type: none"> Epstein, Blake & Gonzalez. “Girlhood Interrupted: The Erasure of Black Girls’ Childhood” <p>Content Warning— References to anti-Black racism</p> <ul style="list-style-type: none"> Monash University’s page on Brainstorming and mind mapping (click on “What does mind mapping look like” for a video resource) University of Regina Archer Library page on Resources for writing strategies: look at the PDFs for <i>Developing a working thesis</i> and <i>Starting techniques</i> University of Regina Archer Library page on Creating graphic notes 	<ul style="list-style-type: none"> Engaging with diverse childhood discourses – Black childhoods Incorporating sources into paragraphs and writing strong paragraphs Invention drafting practices (ex. prewriting, mapping, outlining, visual organizers, digital tools) 	<p>Assignment 3: Research paper proposal and Research Log (15%; see ASSIGNMENTS tool for instructions; due Mar. 7)</p> <p>Book your WRITE PLACE appointment for your Research paper proposal this week</p>
<p>Feb. 15 – 23 Reading Week (No Classes)</p>			
Week 7	<ul style="list-style-type: none"> View Autumn Peltier UN Address video and read Maclean’s interview Thunberg’s speech to the UN UCLA Undergraduate Writing Center page on Writing research proposals Michigan State University’s page and video resources on Undergraduate Research—poster presentations 	<ul style="list-style-type: none"> Children’s ecological discourses Establishing an argument in the field of Childhood and Youth Studies Children’s ecological discourses Effective body paragraph writing 	
Week 8	<ul style="list-style-type: none"> Smith. “Challenging Islamophobia in Canada: non-Muslim social workers as allies with the Muslim community” 	<ul style="list-style-type: none"> Engaging with diverse childhood discourses – Muslim youth. 	<p>Assignment 4: Research paper and Presentation (25%; 1000–1200 words; due Apr. 4 in class)</p>

	Content Warning— References to Islamophobia	•Incorporating sources into paragraphs and writing strong paragraphs	GET WRITE PLACE FEEDBACK before you submit Assignment 4: Research paper proposal.
Week 9	• Martino, Kassen & Omarcajic. “ Supporting Transgender Students in Schools: Beyond an Individualist Approach to Trans Inclusion in the Education System ” Content Warning— References to transphobia	• Engaging with diverse childhood discourses – Trans youth • Revision and editing	On the SIGN-UP tool, Sign-up for next week’s mandatory one-to-one essay consultation with your instructor GET WRITE PLACE FEEDBACK before you submit Assignment 5: Research paper.
Week 10	One-to-one essay consultation	One-on-one mandatory Zoom meetings with instructor for research paper proposal feedback: discuss your research paper proposal with me; be prepared to ask me questions about your proposal and my comments. (No class)	One-on-one mandatory Zoom meetings with instructor for research paper proposal feedback: discuss your research paper proposal with me; be prepared to ask me questions about your proposal and my comments. Book your WRITE PLACE appointment before your Assignment 6: Research genre analysis and paper.
Week 11	• Class Review • Exam Preparation	Prepare a review question for the class	Mar. 31: Last day to withdraw from second term half course without academic penalty
Week 12	• Complete Student Questionnaire on Courses and Teaching (SQCT) for this course	• Research Presentations	Present key research findings to class and submit presentation script

https://owl.purdue.edu/owl/graduate_writing/what_is_writing/writing_is_discipline%20specific.html

Academic Integrity

a. Reference to Western Scholastic Discipline Policy, e.g.:
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 [Website](#).

Class-specific policy on generative AI

Within this course, generative AI tools such as ChatGPT are permitted exclusively for: [e.g. information-gathering and preliminary research purposes; development of an essay outline]. If AI tools are used, students must acknowledge use and state how the tool was used. Unauthorized use of AI will be subject to academic discipline.

Notice of Turnitin Analysis:

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>).

Policies Statement

Western/King's policies will be appended to the end of your course syllabus. Please check with your chair/director for any department/school-specific policies.

DATES AND SCHEDULING OF ASSIGNMENTS, TESTS, QUIZZES, AND EXAMS

Date, Event

January 5, 2026 College reopens
January 5, 2026 First day of classes, Winter Term
January 13, 2026 Last day to add a second-term course
February 14 - 22, 2026 Winter Term Reading Week (including Family Day)
March 30, 2026 Last day to drop a Winter half course
April 3, 2026 Good Friday (official holiday)
April 5, 2026 Easter Sunday (official holiday)
April 9, 2026 Last day of classes
April 10–11, 2026 Winter Term Study Days
April 12–30, 2026 Final Exam Period

FINAL EXAMINATIONS

- a. First Year Courses (0001-1999)
 - i. The final examination must be worth at least 30% of the overall course grade. Exemptions from this Senate policy require permission of the Associate Academic Dean.
 - ii. First-year classes (multiple sections) should have one common, compulsory exam. Exemptions from this policy require permission of the Associate Academic Dean

COURSE POLICIES

1. Academic Accommodations, Consideration for Absences

Academic Accommodation 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](#).

2. 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.

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/SMCFeb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

3. 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](#)).

4. 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.

5. Support Services

Writing and Academic Support:

- To get friendly tutoring and feedback on your writing contact [The Write Place](#).
- To get academic counselling (adding and dropping courses, choosing programs, and so on) contact [Academic Advising Services](#).
- The Learning Hub is an excellent resource to help you navigate important university resources including help with the library, tutoring, academic advising, ITS and writing support: <https://www.kings.uwo.ca/current-students/academic-resources/learning-hub/>
- Learning Skills Services offers learning support to help you develop important academic skills such as organization, note taking, and time management through online tools individual appointments for support: <https://www.kings.uwo.ca/current-students/student-affairs/learning-skills-services/>. King's students may also access Western's learning support services at <https://learning.uwo.ca/>

- King's Academic Mentoring Program (KAMP) is a peer-to-peer mentoring program designed and run by students and pairs upper year students with first year and transitioning students for the entire academic year. <https://www.kings.uwo.ca/current-students/academic-resources/kamp/>

Accessibility and Personal Counselling:

- The [Accessibility, Counselling & Student Development \(ACSD\) Department](#) offers a number of services including accessibility supports, personal counselling, and appointments with the King's Campus and Community Social Worker. Questions? Contact acsd@kings.uwo.ca or call 519-433-3491 ext. 7800.

2SLGBTQIA+ Student Services:

- King's 2SLGBTQIA+ Resource Hub: <https://www.kings.uwo.ca/current-students/student-affairs/2slgbtqia-online-resource-hub/>
- LGBTQ2S+ Youth Line (Peer Support)
- Sun-Fri 4:00 pm – 9:30 pm (phone) 1-800-268-9688
- 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>

Indigenous Student Resources:

- In Partnership with Western, King's Student Affairs is committed to supporting Indigenous students through culturally responsive programming, advice and community initiatives: <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://nwrct.ca/canadian-indigenous-code-talkers-remain-unacknowledged/>
- Human Rights Office (reporting discrimination and harassment)
- <https://www.uwo.ca/hro/discrimination/help/index.html>
- Director of Equity, Diversity, Inclusion, and Decolonization, Jennifer.Slay@kings.uwo.ca

Black and Racialized Student Resources:

- For Black and Racialized students experiencing race related stress they can request to speak with counsellors who are themselves persons of these communities with lived experience. Phone contact: 519-661-3030. https://www.uwo.ca/health/psych/Black_and_Racialized_student_support.html#:~:text=For%20Black%20and%20Racialized%20students,3030%20to%20book%20an%20appointment.
- Black Student Association Western: <https://www.bsawestern.com/>
- 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 (ESS) is a USC funded advocacy team highlighting issues surrounding ethno-cultural equity, diversity, and inclusion. ESS's goal is to empower students through community enhancement, education, and advocacy: <https://westernusc.ca/services/ethnocultural-support/>
- Director of Equity, Diversity, Inclusion, and Decolonization, Jennifer.Slay@kings.uwo.ca

Muslim Student Supports:

- Naseeha Mental Health Support for Muslims (Phone) 1-866-Naseeha (627-3342).

International Students Resources:

- King's Resource Hub: <https://www.kings.uwo.ca/current-students/student-affairs/kings-international/>
- King's International Office, Alumni Court 220 (Drop-in hours weekdays 2:00 - 3:00 pm) Phone contact: 519-433-3491 ext. 4623.

Mature and First-Generation Student Resources:

- King's offers a mature student transition program and a variety of resources to support mature students: <https://www.kings.uwo.ca/future-students/admissions/admission-requirements/mature-students/>
- Society of Mature Students (SMS) offers academic and social community at Western: http://academicsupport.uwo.ca/transition_leadership__enrichment/new_students/mature__transfer_students.html
- Western supports for first generation or first-in-the-family students: https://registrar.uwo.ca/student_finances/first_generation.html#:~:text=Western%20offers%20financial%20help%20to,work%20study%20each%20academic%20year

Gender-Based and Sexual Violence Contacts and Resources:

- Western Wellness and Well Being Centre connects to a range informational resources and emergency contacts: https://www.uwo.ca/health//student_support/survivor_support/understand.html
- Reporting gender-based violence: https://www.uwo.ca/health//student_support/survivor_support/report.html
- King's Safe Campus Gender and Sexual Violence Resources:
- <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/resources>

Students experiencing emotional or mental health distress can access services at King's University College:

- Personal Counselling: <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/
- You can reach someone who provides 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/genderand-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/>

6. Statement on Use of Electronic Devices Use of Electronic Devices:

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7. Statement on Academic Offences

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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.

8. Copyright of Course Material

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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.

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:

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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/>

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