



Writing 1032G

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 these, to revision, editing, and citation, needed for effective communication in the field of Childhood and Youth Studies.

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 1032F: Introduction to Writing for CYS (Section 670)
Online Course, Winter 2025

Instructor: Dr. Olga Kharytonava

E-mail: vkharyt@uwo.ca

(Allow 24 business hours for response: Monday to Friday)

Office: on Zoom

Course duration: Jan 5-April 9, 2025

Course URL: Brightspace site 1032G 670 Winter 2025

Office hours: Book through the link in Brightspace

Land Acknowledgement and Commitment to Truth and Reconciliation

We acknowledge that King's campus is on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. We are inspired by and grateful for Indigenous ways of knowing that teach us the interdependency and interconnectedness of all life forms, and our relationship of mutual reliance and shared destiny with other people, animals, and the earth. Finally, awareness of past and ongoing colonial injustices, and how education and childcare contexts have been used as vehicles for perpetuating colonial violence, is essential for those committed to studying and working in childhood and youth related fields, as is the commitment to reconciling with Indigenous communities.

"It is precisely because education was the primary tool of oppression of Aboriginal people and the miseducation of all Canadians, that we have concluded that education holds the key to reconciliation."

Justice Murray Sinclair

"There are 94 Calls To Action outlined by Canada's Truth and Reconciliation Commission. Most, if not all, have some aspect related to the responsibility of each and every individual to be a part of the process of active reconciliation. This means as Indigenous and non-Indigenous, we have the opportunity to educate each other on who we are and build bridges towards a future where we can all live together on turtle island."

Dr. Kahente Horn-Miller

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.

Accessibility at King's

Your participation and success in the course are very important to me, so if there is anything I can do to make the course more accessible for you, please let me know. If there is anything I can do to accommodate your learning needs or to ensure that the course content is presented more accessibly, please do not hesitate to ask, or make a request. I am committed to working with you to reduce any barriers to inclusion that you have encountered including those related to disability, race, gender identity, sexual orientation, or language.

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](#).

Commitment to Student Wellness and Basic Needs

In the “tips for student success” and requirements for full participation (listed below) you will see a combined emphasis on maintaining regular attendance and commitment to time investment. It's important to note that this advice is directed specifically at students who are secure in their wellness and basic needs. I am aware that such a privileged status is not shared by all students and many students struggle quietly with various forms of exclusion, marginalization, food, housing, and economic insecurity, as well as mental health concerns. Such barriers, whether separately, or as is so often the case, combined, all too often limit students' academic performance. Students in such circumstances often feel that such challenges are their unique burden to bear and unaware of support systems in place at both King's campus and Western that can help students in crisis and empower them to achieve their full potential.

Please note: If you face any challenges securing food or housing you are encouraged to contact King's Accessibility Office at (519) 433-3491 ext. 7800 or email acsd@kings.uwo.ca for support. If you are

comfortable doing so, I encourage you to approach me to discuss any such challenges as there may be course-specific ways that I can offer support.

❖ Student Resources

➤ 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/Acc>

➤ 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/>
- 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

➤ **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/>

What will you gain from this course? Writing 1032 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. Learning 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.

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

Your readings are uploaded onto your course Brightspace 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 vkharyt@uwo.ca. Also, feel free to set up an appointment to meet me on Zoom. ***Online environment and online courses 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.***
- Schedule your time! This is an asynchronous course, and many times it can become tempting to put the online course work on the backburner while studying for the in-person courses. Treat this course as if this was an in-person course. Schedule your study times, the time you do reading, research and writing.
- If this was an in-person course, you would be in the physical classroom for 3 hours and you would complete related course work for additional 3-4 hours outside of the classroom on average. 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. Treat this online course in a similar way: required coursework, assignments and active participation through discussion.
- If you are not sure how to budget your time, reach out for support at any time. Do not stay isolated.
- 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 the online format (For more information see **Full Participation** below)

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

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 regularly in the beginning of the week**, 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 course discussion/forum posts. Readings can be found on the course Brightspace site.
3. Active and ongoing online participation is required and will constitute 15% of your final grade so it is important that you engage as much as possible on Brightspace in peer discussions. Every week, there will be a discussion question related to the readings or your research process for you to engage in. You are expected to share and contribute on Brightspace 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 online discussion. Avoid participating in the Discussion on the last day of the week, as it will not create timely engagement and it will negatively impact your grade. **Please read course material in a timely manner, take notes with your responses, insights, questions, and connections. You will then be well prepared to share and contribute in a much more meaningful way on the Discussion Forum.**
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 course, 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 pay careful attention to those who are sharing their ideas in this course and understand their points in the context.
- We honor each other's preferred names and pronouns and respect the diverse languages, dialects and experiences that enrich the course experience.
- 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 Brightspace 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. [Western's scholastic discipline policy](#).
- For these reasons, **you are not permitted to use artificial intelligence (AI) tools such as Chat GPT**. You should refrain from using generative AI help at **any stage in the process** as you will similarly be hindering your own academic development.

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 Brightspace 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 in the Voice Thread format.

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 (questions will be on Brightspace)	Weight	Due date/time
Assignment 1: Reading Assignment	10%	Jan 23
Assignment 2: Critical review (600-750 words)	10%	Feb 7
Assignment 3: Research paper proposal and research log (600 - 750 words)	15%	Feb 27
Assignment 4: Research paper & poster presentation (1000–1200 words/6 mins)	25%	April 2 & April 8
Participation	10%	Throughout the course in the forums, with mandatory Zoom meeting in Week 10 (See section on above on full participation).
Final Exam	30%	
	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 and notify me via email if you do decide to use the extra time.
- 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 late submission period allowed on OWL, **please e-mail the assignment to me at vkharyt@uwo.ca.**
- 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/>
- All grading follows Western grading criteria – see below:

Western’s Grading Guidelines

- **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 that meets requirements**
- **D (50 - 59%) – Fair work, minimally acceptable**
- **F (<50%) – Below expectations (or assigned when course is dropped with academic penalty)**

Your Writing 1032F Schedule: Reading, Lessons, and Writing

CLASS DATE	READINGS Go to the READINGS tool	LESSONS	WRITING/PRESENTING Go to the ASSIGNMENTS, FORUMS
Week 1 Jan 5-9	<ul style="list-style-type: none"> • Purdue Online Writing Lab, Writing is discipline specific. (see video and transcript and transcript on the webpage). • Course Outline • Melzer, D. “Understanding 	<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 23.</p> <p>Read Digital Literacies Online Module and respond to questions. Forum discussion 1 (1%) due Sun 11.55pm</p>

	Discourse Communities.”		
Week 2 Jan 12-16	<ul style="list-style-type: none"> • Gee, J.P. “Introduction to Discourse Analysis: Theory and Method,” p. 1-8. • Digital Literacies Module 	<ul style="list-style-type: none"> • Introduction to Discourse • Digital discourse and the digital divide 	<p>Jan 13: Last day to add or drop a full (1.0) course, a first term half (0.5) course, or a full year half (0.5) course. Courses dropped by this date will not appear on a transcript; no fee penalty.</p> <p>Forum discussion 2 (1%) due Sun 11.55pm</p>
Week 3 Jan 19-23	<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 	<p>Forum discussion 3 (1%) due Sun 11.55pm</p>
Week 4 Jan 26-30	<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 Journey Through the Child Welfare System” <p>Content Warning – References to Settler-colonial violence</p>	<ul style="list-style-type: none"> • Critical review as genre • Writing a critical review • Challenging settler-colonial childhood discourse 	<p>Assignment 2: Critical review (10%; 600-750 words); see ASSIGNMENTS tool for instructions; due Feb 7</p> <p>Forum discussion 4 (1%) due Sun 11.55pm</p>

<p>Week 5 Feb 2-6</p>	<ul style="list-style-type: none"> Go to the “Citation Resources” folder on OWL Resources, and browse the resources in Chicago style Curran, T. & Runswick-Cole, K. “Disabled children’s childhood studies: a distinct approach?” <p>Content Warning – References to ableism</p>	<ul style="list-style-type: none"> Chicago citation and its logic (transferring skills to other courses, sharing knowledge) Using Purdue OWL for creating in-text and bibliographical citations Engaging with diverse childhood discourses – Children with disabilities 	<p>Forum discussion 5 (1%) due Sun 11.55pm</p>
<p>Week 6 Feb 9-13</p>	<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> <p>Monash University’s page on Brainstorming and mind mapping (click on “What does mind mapping look like” for a video resource)</p> <p>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></p> <ul style="list-style-type: none"> 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 Feb 27</p> <p>Book your WRITE PLACE appointment for your Research paper proposal this week</p> <p>Forum discussion 6 (1%) due Sun 11.55pm</p>
<p>Reading Week – No Classes</p>			

<p>Week 7 Feb 23-27</p>	<ul style="list-style-type: none"> • View Autumn Peltier U.N. Address video and read Maclean’s interview • Thunberg’s speech to the U.N. • UCLA Undergraduate Writing Centre page on Writing research proposals • Michigan State University’s page and video resource on Undergraduate Research – poster presentations 	<ul style="list-style-type: none"> • Thesis statements and essay introductions • Children’s ecological discourses • Establishing an argument in the field of Childhood and Youth Studies • Effective body paragraph writing 	<p>Forum discussion 7 (1%) due Sun 11.55pm</p>
<p>Week 8 March 2-6</p>	<ul style="list-style-type: none"> • Visit “Walking Together: First Nations, Metis and Inuit Perspectives in Curriculum” and watch testimonial videos • Review the feedback Go to the King’s Library Research Guides, and find two relevant sources that you will use for your research paper (Assignment 5) 	<ul style="list-style-type: none"> • Children’s ecological discourses • Challenging settler-colonial discursive paradigms • Establishing an argument in the field of Childhood and Youth Studies 	<p>Assignment 4: Research paper and Presentation (25%; 1000–1200 words; due Apr 2 & Apr 8 submitted online</p> <p>Forum discussion 8 (1%) due Sun 11.55pm</p>
<p>Week 9 March 9-13</p>	<ul style="list-style-type: none"> • Smith. “Challenging Islamophobia in Canada: non-Muslim social workers as allies with the Muslim community” Content Warning – References to Islamophobia 	<ul style="list-style-type: none"> • Engaging with diverse childhood discourses – Muslim youth. • Incorporating sources into paragraphs and writing strong paragraphs 	<p>GET WRITE PLACE FEEDBACK before you submit Assignment 4: Research paper proposal.</p> <p>March 30: Last day to withdraw from first term half course without academic penalty</p> <p>Forum discussion 9 (1%) due Sun 11.55pm</p>

<p>Week 10 March 16-20</p>	<p>One-to-one essay consultation</p>	<p>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)</p>	<p>Using Calendly Link, sign-up for next week's mandatory one-to-one essay consultation with your instructor</p> <p>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.</p>
<p>Week 11 March 23-27</p>	<ul style="list-style-type: none"> • Martino, Kassen & Omarcajic. “Supporting Transgender Students in Schools: Beyond and Individualist Approach to Trans Inclusion in the Education System” • Content Warning – References to transphobia 	<ul style="list-style-type: none"> • Engaging with diverse childhood discourses – Trans youth • Revision and editing • 	<p>GET WRITE PLACE FEEDBACK before you submit Assignment 5: Research paper.</p> <p>Forum discussion 10 (1%) due Sun 11.55pm</p> <p>Book your WRITE PLACE appointment before your Assignment 6: Research genre analysis and paper.</p>
<p>Week 12 March 30-April 3</p>	<ul style="list-style-type: none"> • Complete Student Questionnaire on Courses and Teaching (SQCT) for this course 	<ul style="list-style-type: none"> • Paper Submission 	<p>Submit final essay on Brightspace.</p>
<p>Week 13 April 6-9</p>	<ul style="list-style-type: none"> • Complete Student Questionnaire on Courses and Teaching (SQCT) for this course 	<ul style="list-style-type: none"> • Poster Presentations 	<p>Present key research findings to class and submit presentation script on Brightspace</p>

Reminder: The final exam will be announced later in the course.

Good luck and have a great term!

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/S_MC-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>.

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.