



Writing 2230G (570)
Winter 2026
Writing and Discourses of Childhood

Course Information:

Calendar Description: In this course, students will engage with debates and interrogate texts that focus on childhood as a social, cultural, legal and literary construct. Exploring genres that are both academic and public-facing, students will build advanced communication skills as they engage in scholarly conversations around childhood.

Prerequisite(s): Writing 1002F/G, Writing 1020F/G, Writing 1021F/G, Writing 1022F/G, Writing 1025F/G, Writing 1030F/G, Writing 1031F/G, Writing 1032F/G, the former Writing 0002F/G, or permission of the Department.

Anti-requisite(s):

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 2230G: Writing and Discourses of Childhood and Youth (Section 570)
In person course, Winter 2026

Instructor: Dr. Ryan Shuvera **E-mail:** rshuvera@uwo.ca (Allow 24 business hours for response:
Monday to Friday, 9 AM to 5 PM)

Office: Over Zoom (Please email to set up an appointment)

Course duration: Jan. 7 – April. 8, 2026

Class hours: Wednesday, 2:30pm – 5:30pm

Office hours: Wednesdays, 10-11am over Zoom or by appointment.

Course Website: <https://westernu.brightspace.com/d2l/home/156720>

Course description

Welcome to Writing 2230G: Writing and Discourses of Childhood and Youth. In this course, students will engage with debates and interrogate texts that focus on childhood as a social, cultural, legal, and literary construct. Exploring genres that are both academic and public-facing, students will build advanced communication skills as they engage in scholarly conversations around childhood and youth. This course also helps students build the writing and cultural literacy skills needed for effective communication in Childhood and Youth Studies. Prerequisites: 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 1032F/G or permission of the Department.

Commitment to Truth and Reconciliation

How we understand where we are and what we do is vital to our education process. We should strive to contextualize our learning environment and our place within it. Individually, these discussions will shift depending on who we are and where we come from, but it is important to understand our responsibilities to those whose land we live on. Further, we should recognize that education and childcare institutions have been used to commit acts of violence and injustice against Indigenous communities. Anyone working in or connected to these institutions needs to be aware of this past and ongoing violence and work to provide just support to, and respect the rights and boundaries of Indigenous peoples and families as determined by Indigenous peoples and communities.

London is situated on the land of Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations and has long-standing relationships with three First Nations communities including the

Chippewas of the Thames First Nation, the Oneida Nation of the Thames, and the Munsee Delaware Nation. This territorial and community acknowledgement is included as part of a commitment to respect the land and sovereignty of these nations and peoples, including the ways they know and understand the world.

What will you get from this course? Writing 1032G Learning Outcomes

Writing 2230 helps you expand your understanding of the discourses of childhood and youth by both studying and practicing a range of scholarly, legal, policy and media-based forms and conventions. This active engagement with discourses enriches your understanding of Childhood and Youth Studies while deepening your knowledge of the critical issues and debates in the field of study. Importantly, this course empowers you to engage in these discussions on both scholarly and professional levels. You will have the opportunity to extend and refine your writing and oral communication skills by engaging in a range of academic and professional writing as well as presentational genres. After taking this course, you should be able to demonstrate:

1. advanced 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. understand the complexities of discourse and how it informs and constructs various notions of childhood through social, cultural, legal, literary and media mechanisms; understanding of a diverse range of childhood discourses and ways of knowing;
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. 5. the ability to effectively read, process and apply ideas and information from scholarly articles in your field;
6. 6. advanced understanding of the terminologies, academic and legal conventions, writing process, research, thesis/hypothesis, evidence and argumentation methods, citation/documentation, etc., specific to the field of CYS;
7. the ability to conduct research, assess and use relevant sources, find research gaps, and synthesize material from various sources;
8. 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;
9. critical engagement with cultural and critical literacy skills and strategies specific to CYS; and
10. enhanced skills in oral communication and presentation.

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.

Commitment to Student Wellness

You are welcome to meet me to discuss any specific concerns or requests you may have. 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 the King’s Accessibility Website: <http://www.kings.uwo.ca/about-kings/who-we-are/administrative-departments/human-resources/accessibility/>.

Information about Support Services: Information about Accessibility, Counselling and Student Development (formerly Services for Students with Disabilities) at King’s is available at <https://www.kings.uwo.ca/current-students/student-services/>

For emotional/mental health assistance see: <https://www.kings.uwo.ca/current-students/student-affairs/personal-counselling/>

The website for Academic Services at King’s University College is: [Career Counselling - King's University College \(uwo.ca\)](#)

Students who are in emotional/mental health distress should refer to Mental Health@Western: <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

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

2SLGBTQIA+ Student Resources

- [King's Resource hub: https://www.kings.uwo.ca/current-students/student-affairs/2slgbtqia-online-resource-hub/ \(including Preferred Name Change Request Form\)](https://www.kings.uwo.ca/current-students/student-affairs/2slgbtqia-online-resource-hub/)
- [2SLGTQIA+ Career Resources \(King's\): https://www.kings.uwo.ca/current-students/student-affairs/career-connect/look-for-employment/lgbtq2s-students/](https://www.kings.uwo.ca/current-students/student-affairs/career-connect/look-for-employment/lgbtq2s-students/)
- [Western Pride: https://www.uwo.ca/faculty_staff/initiatives/pride/index.html](https://www.uwo.ca/faculty_staff/initiatives/pride/index.html)
- [The Pride Library at Western: https://www.uwo.ca/pridelib/](https://www.uwo.ca/pridelib/)

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)

https://www.uwo.ca/health//student_support/survivor_support/understand.html

Reporting gender-based violence: [Reporting Gender-Based Violence - Health & Wellness - Western University](#)

BIPOC Student Resources

- [Black Student Association \(Western\): https://www.bsawestern.com](https://www.bsawestern.com)
- [BIPOC Student Support Group \(King's\): https://www.kings.uwo.ca/about-kings/visitor-info/calendar-of-events/bipoc-student-support-group1/](https://www.kings.uwo.ca/about-kings/visitor-info/calendar-of-events/bipoc-student-support-group1/)
- [Career Opportunities for Black Students: https://www.kings.uwo.ca/current-students/student-affairs/career-connect/look-for-employment/black-students/](https://www.kings.uwo.ca/current-students/student-affairs/career-connect/look-for-employment/black-students/)
- [King's/Brescia Joint President's Anti-Racism Working Group \(Kings\): https://www.kings.uwo.ca/about-kings/office-of-the-president/kings-brescia-joint-presidents-anti-racism-working-group/](https://www.kings.uwo.ca/about-kings/office-of-the-president/kings-brescia-joint-presidents-anti-racism-working-group/)
 - ["They Think You are Exaggerating": A Report on Campus Racial Climate at King's and Brescia" \(summary\)](#)
 - ["They Think You are Exaggerating": A Report on Campus Racial Climate at King's and Brescia" \(full report\)](#)
 - ["Responding to Student Reports about Racism: Some Promising practices for faculty, students, and administrators"\(King/Brescia Joint President's ARWG\)](#)
- [Anti-Racism Working Group, Final Report \(Western\): https://www.president.uwo.ca/pdf/arwg-final-report-to-president-shepard-fnl.pdf](https://www.president.uwo.ca/pdf/arwg-final-report-to-president-shepard-fnl.pdf)

Indigenous Student Resources

- [King's Resource Hub: https://www.kings.uwo.ca/current-students/student-affairs/indigenous-students/](https://www.kings.uwo.ca/current-students/student-affairs/indigenous-students/)
- [Indigenous Initiatives at Western https://indigenous.uwo.ca](https://indigenous.uwo.ca)
- [Indigenous Student Centre https://indigenous.uwo.ca/students/](https://indigenous.uwo.ca/students/)
- [Talk4Healing \(confidential helpline for Indigenous women\): https://www.talk4healing.com](https://www.talk4healing.com)

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

International Students Resources

- [King's International Office, Alumni Court 220, 519-433-3491 ext. 4623](#)
 - [Drop-in hours: Weekdays, 2:00-3:00pm; or contact](#)
 - [Amna Wasty, Manager, King's International -- Amna.Wasty@kings.uwo.ca or 519-433-3491 ext. 4589](#)
 - [He \(Eric\) Wang, Interim Manager, King's International -eric.wang@kings.uwo.ca or 519-433-3491 ext. 4782](#)
 - [Olivia Yusuf, International Programs Coordinator, King's International - Olivia.Yusuf@kings.uwo.ca or 519-433-3491 ext. 4623](#)
- [King's Resource Hub: https://www.kings.uwo.ca/current-students/student-affairs/kings-international/](https://www.kings.uwo.ca/current-students/student-affairs/kings-international/)
- ["Responding to Student Reports about Racism: Some Promising practices for faculty, students, and administrators"\(King/Brescia Joint President's ARWG\)](#)

Mature and First-Generation Student Resources:

- King's offers a mature student transition program and a variety of resources to support mature students: [Mature Students - King's University College](#)
- Society of Mature Students (SMS) offers academic and social community at Western: [Society of Mature Students \(SMS\) - Academic Support & Engagement - Western University](#)
- Western supports for First Generation or first in the family Students: [First Generation Students - Office of the Registrar - Western University](#)

How can you succeed in this course?

Writing 2230 is designed to prepare students for successful writing in Childhood and Youth Studies. To achieve academic writing success, students 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 rshuvera@uwo.ca. Also, feel free to visit me during my office hours (see top of syllabus), or set up an appointment. 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. 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. This is not an attendance mark. It is a mark that 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.
4. In the **SYLLABUS**, pay close attention to **Your Writing 2230 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. Don't miss 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). This course's content, created by your faculty members, and it is prohibited to distribute, share in any public domain, or sell any of it.

What assignments will you be doing?

Your grade in this course will be based on your assignments and a final exam.

AI Usage in this Course: All assignments done online **must be done by you**, following the instructions outlined on the course OWL site. Further, 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. This will be treated in the same manner as if you had hired someone else to write your essay. In other words, this is a serious academic offense.

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 assignments and forum posts on OWL--see the ASSIGNMENTS tool and FORUMS tool for details. Assignments will be assessed by Turnitin's plagiarism detection software. If you object to submitting your work to a plagiarism detection software, you must notify me by January 20th and a series of alternatives will be required (e.g., providing research notes, a rough draft, annotated bibliography, etc.). **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.

- **Late assignment policy:** Please reach out to me and communicate frequently if you are having trouble handing in your assignments according to the guidelines and dates set in the syllabus. You have a grace period of 48-hours for each assignment. You can submit up to 48-hours after the deadline without penalty. Please email me or speak to me directly if you will need more time than this and we will discuss options. This cannot be used for the final exam. Otherwise, you will receive a penalty of one-letter grade (A to A-, for example) per day that the assignment is late after the grace period.
- Use the [STUDENT MEDICAL CERTIFICATE](#) form for medical situations if you are going to miss significant assignments or amounts of time. In any case, please stay in contact and communicate. The more you communicate, the more I can help. If you are uncomfortable disclosing potential issues or reaching out to me, please reach out to an academic counsellor or the Department Head.
- **Academic Consideration for Tests/Examinations:** Students are responsible for seeking consideration as noted in the Western University Calendar:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/courseoutlines.pdf.
- (<https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medical-accommodation/>). UWO Policy on Accommodation for Medical Illness:
http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.
- Student Medical Certificate (SMC) - <https://www.eng.uwo.ca/files/undergraduate/student-medical-certificate.pdf>.
- **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).
- 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

Assessment weights and due dates (Summary)

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

Assessment (questions will be on OWL)	Weight	Due date/time
Assignment 1: Digital Discourse Response	5%	Jan. 15
Assignment 2: Reading Assignment	15%	Jan. 29
Assignment 3: Research paper proposal and research log (650-700 words)	10%	March 1
Assignment 4: Childhood discourses in media presentation (group)	15%	March 11
Assignment 5: Research paper (1500 words)	20%	April 5
Participation	15%	Ongoing. Includes attendance, participation in class discussions, group activities, freewriting activities, writing conferences etc.
Final Exam	20%	TBA
	100%	

Your Writing 2230 Schedule: Reading, Lessons, and Writing

(Find these readings on OWL under the corresponding “Week” tab)

WEEK NUMBER and CLASS DATE	READINGS	LESSONS	WRITING/PRESENTING
	Go to the READINGS tool		Go to the ASSIGNMENTS, FORUMS
Week 1 Jan. 7	<ul style="list-style-type: none"> • Course outline • Gee, J.P. “Introduction to Discourse Analysis: Theory and Method,” p. 1-8. • Purdue Online Writing Lab, Writing is discipline specific. (see video and transcript and transcript on the webpage). 	<ul style="list-style-type: none"> • Introduction to the course • Writing for Children and Youth Studies discourse community • Introduction to discourse analysis 	<ul style="list-style-type: none"> • Assignment 1: Digital Literacies Response Forum (5%; See ASSIGNMENTS tool for instructions; due Jan 15. • Read Digital Literacies Online Module and respond to questions. Be

			prepared to share your responses in class.
<p>Week 2</p> <p>Jan. 14</p>	<ul style="list-style-type: none"> Foucault, M. “Archaeology of Knowledge,” Introduction, p. 3-19. Diepeveen, S. “How Does Social Media Influence Gender Norms Among Adolescent Boys” 	<ul style="list-style-type: none"> Understanding the subtleties, complexities, and politics of discourse The discursive constructions of childhoods Discourse and the politics of power and governmentality Discourses of youth digital media 	<ul style="list-style-type: none"> Assignment 2: Reading assignment on “Power and Resistance Early Childhood Education: From Dominant Discourse to Democratic Experimentalism ” by Peter Moss; (10%, see ASSIGNMENTS tool for instructions; due Jan. 29
<p>Week 3</p> <p>Jan. 21</p>	<ul style="list-style-type: none"> Ryan, P. “How New Is the “New” Social Study of Childhood? The Myth of a Paradigm Shift.” Read “Truth and Reconciliation Calls to Action for Child Welfare and Education.” 	<ul style="list-style-type: none"> Critical reading and positionality Historical and contemporary discourses of childhood Developing research goals and questions 	<ul style="list-style-type: none"> Assignment 2: Reading assignment on “Power and Resistance Early Childhood Education: From Dominant Discourse to Democratic Experimentalism ” by Peter Moss; (10%, see ASSIGNMENTS tool for instructions; due Jan. 29
<p>Week 4</p> <p>Jan. 28</p>	<ul style="list-style-type: none"> Stirling, B. “Childhood, Futurity, and Settler Time” Olesen, T. “Greta Thunberg’s Iconicity: 	<ul style="list-style-type: none"> Decolonizing legal childhood discourses Children’s ecological discourses 	<ul style="list-style-type: none"> Assignment 2: Reading assignment on “Power and Resistance Early

	<p>Performance and Co performance in the social media ecology”</p> <p>Content Warning – References to settler/colonial violence and ecological destruction</p>	<ul style="list-style-type: none"> • Social media discourses 	<p>Childhood Education: From Dominant Discourse to Democratic Experimentalism ” by Peter Moss; (10%, see ASSIGNMENTS tool for instructions; due Jan. 29</p>
<p>Week 5</p> <p>Feb. 4</p>	<ul style="list-style-type: none"> • Anyon, J. “Social Class and the Hidden Curriculum of Work” • UCLA Undergraduate Writing Centre page on Writing research proposals 	<ul style="list-style-type: none"> • shaping childhood(s) and childhood discourses • Introducing Bourdieu, forms of capital, and the childhood discourses of class • Establishing an argument in the field of Childhood and Youth Studies 	<p>Assignment 3: Research paper proposal and Research Log (10%; 600-750 words. See ASSIGNMENTS tool for instructions; due March 1.</p>
<p>Week 6</p> <p>Feb. 11</p>	<ul style="list-style-type: none"> • Bryan, N. “Shaking the bad boys: troubling the criminalization of black boys’ childhood play, hegemonic white masculinity and femininity, and the school playground-to prison pipeline” • Content Warning – References to anti-Black racism • University of Regina Archer Library page on Resources for writing strategies: look at the PDFs for 	<ul style="list-style-type: none"> • Understanding discourses of Black childhoods • Understanding disparities and inequities of education and the law in the context of marginalized youth • Examining embedded institutional biases • Writing effective introductions (the essential moves of an introduction). 	<ul style="list-style-type: none"> • Assignment 3: Research paper proposal and Research Log (10%; 600-750 words. See ASSIGNMENTS tool for instructions; due March 1.

	Developing a working thesis and Starting techniques		
Feb 18. Reading week. No Class			
Week 7 Feb. 25	<ul style="list-style-type: none"> • de Finney, S. “Under the Shadow of Empire: Indigenous Girls’ Presencing as Decolonizing Force” Content Warning – References to settler-colonial violence • University of Regina Archer Library page on Creating graphic notes 	<ul style="list-style-type: none"> • Decolonizing Childhood Discourses • Developing a strong and effective thesis • Developing effective presentations 	<ul style="list-style-type: none"> • Assignment 3: Research paper proposal and research log (15%; 600-750 words; see ASSIGNMENTS tool for instructions; due March 1, 11:55 PM on ASSIGNMENTS) • Assignment 4: Media Presentation (group) (15%); see ASSIGNMENTS tool for instructions; due Mar. 11
Week 8 March. 4	<ul style="list-style-type: none"> • Royal Roads University, Four Feathers writing guide page on Connecting Oral Traditions with academic writing 	<ul style="list-style-type: none"> • Incorporating sources into paragraphs and writing strong paragraphs • Work class in preparation for presentation 	<ul style="list-style-type: none"> • Assignment 4: Media Presentation (group) (15%); see ASSIGNMENTS tool for instructions; due Mar. 11 • Assignment 5: Research paper (1500–1750

			words); due Apr. 5
Week 9 March. 11	<ul style="list-style-type: none"> • No readings 	<ul style="list-style-type: none"> • Media Discourse presentations 	<ul style="list-style-type: none"> • Sign-up for Zoom meeting with your instructor in Week 11
Week 10 March. 18	<ul style="list-style-type: none"> • Shook, Tordoff, Blake, et al. "Trans Youth Talk Back: A Foucauldian Discourse Analysis of Transgender Minors' Accounts of Healthcare Access" • Content Warning – References to transphobia 	<ul style="list-style-type: none"> • Diverse childhood discourse: Transgender children and youth 	<ul style="list-style-type: none"> • Book your WRITE PLACE appointment before your Assignment 5: Research paper • Sign-up for Zoom meeting with your instructor in Week 11
Week 11 March. 25	<ul style="list-style-type: none"> • No readings 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • GET WRITE PLACE FEEDBACK before you submit Assignment 5: Research paper
Week 12 April. 1	<ul style="list-style-type: none"> • Complete Student Questionnaire on Courses and Teaching (SQCT) for this course • Class Review • Exam Preparation 	<ul style="list-style-type: none"> • Exam prep and final words 	<ul style="list-style-type: none"> • GET WRITE PLACE FEEDBACK before you submit Assignment 5: Research paper • Assignment 5: Research paper (20%; 1500-1750 words);. Due April

			5, 11:55 PM on ASSIGNMENTS)
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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.