



Writing 2260G (670)

Winter 2026

Workplace Writing: Exploring The Cultures of Work

Course Information:

Calendar Description: This course will introduce students to the rhetorical demands of workplace writing, including interpersonal and cross-cultural exchanges, working with families, advocacy, and writing styles oriented to the care-giving professions. Genres discussed will include resumes, cover letters, proposals, case notes, oral presentations, multimedia platforms, and web promotion.

Prerequisite(s): Either Writing 1020F/G, Writing 1021F/G, Writing 1022F/G, Writing 1025F/G, Writing 1030F/G, or Writing 1031F/G with at least 70%, or Writing 2101F/G, or Writing 2111F/G with at least 65%; 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 the University of Western Ontario
Department of English, French, and Writing
Writing 2260G: Workplace Writing – Exploring the Cultures of Work
(Section 670) Winter 2026

Instructor: Dr. Olga Kharytonava

Office: Over Zoom

Class hours: Online asynchronous

Office hours: By appointment through the Calendly link in Brightspace

E-mail: vkharyt@uwo.ca

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

This course will introduce students to the rhetorical demands of workplace writing, including interpersonal and cross-cultural exchanges, working with families, advocacy, and writing styles oriented to the care-giving professions. Genres discussed will include resumes, cover letters, proposals, case notes, oral presentations, multimedia platforms, and web promotion.

Course Format

This course is an online asynchronous course. This course will be asynchronous; this means we will not have a regular, mandatory time when the entire class must be online. However, there will be some synchronous activities that you will sign up for based on your own schedule, including office hours, group work, and some tasks like interviews and presentations. It is important that you engage with the course material thoroughly and consistently. Online lectures with tasks and activities will be posted for you to study, complete and engage in on a regular basis.

This course begins on January 6 and continues until April 4, honouring all important dates derived from University approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>).

Throughout the course you are expected to interact regularly with other students, and with me, as your instructor in a variety of different ways: synchronously and asynchronously. Each student brings their own knowledge, experience and interests to our learning community, we will build on that and use our course material (readings, discussions, lessons, etc.) to amplify learning for everyone.

We will each be responsible for our own learning progress and for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our online classroom experience. Welcome to Workplace Writing!

Learning outcomes for this course

By the end of this course, students will have:

1. A reasonable awareness of the benefits of rhetorical knowledge, the ability to analyze and act on understandings of audiences, purposes, cultural situations and demands in creating and comprehending texts;
1. Understood the basic elements of effective messaging in a variety of professional environments, including formality, tone and document design;
2. Understood and applied the conventions of the English language most appropriate for general use in many professional circumstances;

3. Understood and practiced several rhetorical methods of professional communication, including persuading, informing, and reporting in writing;
4. Designed, written, and critiqued several forms of professional writing such as cover letters, resumés, internal memos, case notes, and media releases;
5. Pursued interviewing techniques to acquire primary research on types of writing in your proposed workplace;
6. Practiced collecting and analyzing data to acquire better rhetorical knowledge of writing in at least one workplace;
7. Have a basic understanding of the research available on the rhetorical demands of workplace writing;
8. Respect and critically support others through peer review and discussion following principles of anti-racism, anti-ableism, anti-transphobia, anti-homophobia, anti-linguicism, anti-gender-based discrimination and violence, and decolonization.

Textbooks

Required: Beilfus, M., Bettles, S., and K Peterson. (2019) *Technical and Professional Writing Genres: A Study in Theory and Practice*. Ed. By Eric Howerton and Katie Rieger. Open Access. Link available on Brightspace.

Optional:

MacRae, Paul. (2019) *Business and Professional Writing: A Basic Guide – Second Canadian Edition*. Broadview Press.

Ebook: [Business and Professional Writing: A Basic Guide - Second Canadian Edition - Broadview Press](#) (\$49.95 paperback; \$43.99 KoboBook)

Read actively: keep notes on your responses and reflect on the assigned weekly questions.

Technology in the classroom

Writing Program policy will permit limited use of laptops; however, some tasks will involve writing by hand. Students using laptops for purposes other than course work cause disruption and show disrespect to their peers, to the course, and to the instructor. Please use your laptop responsibly.

Accessibility at King's

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/](https://www.kings.uwo.ca/current-students/student-affairs/2slgbtqia-online-resource-hub/) (including Preferred Name Change Request Form)
- [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/)

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](#)

Indigenous Student Resources

- [King's Resource Hub: https://www.kings.uwo.ca/current-students/student-affairs/indigenous-students/](#)
- [Indigenous Initiatives at Western https://indigenous.uwo.ca](#)
- [Indigenous Student Centre https://indigenous.uwo.ca/students/](#)
- [Talk4Healing \(confidential helpline for Indigenous women\): 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](#)
 - [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/](#)
- ["Responding to Student Reports about Racism: Some Promising practices for faculty, students, and administrators"\(King/Brescia Joint President's ARWG\)](#)

The Write Place

The Write Place is a hub for writers and writing at King's and part of the Department of English, French, and Writing. The tutors, writing consultants, and writing specialists empower writers

working on academic and creative projects, helping build the confidence that comes with improved reading, thinking, and communication skills. Students are highly encouraged to visit The Write Place throughout the semester. Drop-ins are welcome and appointments can be made online, by phone, or by visiting TWP. For more: <https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/appointments-and-drop-ins/>

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

- You are all (like me) expected to be professional, respectful, and kind to each other when you are interacting. Be respectful of this course's goals, of each other's and my privacy, and of our diverse views and standpoints. Please do not record lectures without my explicit consent.
- This course's content, created by faculty members at King's, should not be distributed, shared in any public domain, or sold without the prior written consent of the faculty members.
- Respect the principles and structures of anti-racism, anti-ableism, anti-transphobia, anti-homophobia, anti-linguicism, anti-gender-based discrimination and violence, and decolonization.

How can you succeed in this course?

Each of the **BOLDED**, **CAPITALIZED** words in the notes below refers to an item in the left-hand menu on your course OWL page. **Full participation** in this course means you attend classes regularly and use the online resources to make up for missed time or enhance the learning process:

1. Use the **GET STARTED** tab to become familiar with the course OWL pages. Read this page carefully, open all the tabs on the left-hand menu on your first day, and explore each OWL feature to make the best use of it. You could also watch this [interactive OWL Orientation](#).
2. Get to know your instructor - **keep in touch with me!** If you need information or help, email me at vkharyt@uwo.ca. If you have questions about this syllabus or about any course component, please **EMAIL** me!
3. Read the Course **SYLLABUS** carefully. The syllabus tells you what is expected of you as you work through the course. Be disciplined, professional, engaged, responsible for your own learning progress and contribute to the growth of our learning community.
4. Do your reading. Before you open each Lesson Read your textbook and recommended OWL Purdue pages actively, taking notes where appropriate.
5. In the **SYLLABUS**, pay close attention to the **Course Schedule**.

6. Pay attention to the **Assignment Schedule**, which includes assignments and postings (see the **ASSIGNMENTS**, and **FORUMS** tabs). Start working on your assignments early, not at the last minute. Make sure you have time to for an online appointment with a tutor at The Write Place, the writing support centre at King's. Don't miss submission deadlines.
7. The **CALENDAR** tab will help you manage your time responsibly. Some weeks may be less busy than others, but be sure to budget your time efficiently. If you need to know more about important university dates (Add/Drop deadlines, the exam period and Study Days, etc.) go to this link: <https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>

Assessment for Writing 2260G/670

Term work is worth 100% of the total course mark. Hand in your assignments on or before the due date. Please retain your copy of each assignment; if a submitted essay is lost, I will ask you to submit the duplicate for grading **immediately**.

Important notes on assessment

- Keep ALL your rough work for EACH assignment that involves prewriting. Collect it in an Assignment Portfolio folder (manual or electronic or both), in a sub-folder or a clip with the assignment name on it. If you are drafting on your laptop, *don't overwrite*: save at least two early drafts. When you submit an assignment, I may ask to see the collection of rough notes, doodles, diagrams, freewriting, research lists, etc. that went into the making of that specific assignment so that I can a) reward you for effort; b) ensure that you are not scrambling your assignment together the night before it is due; c) eliminate the temptation to plagiarize.
- **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. 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>.

Assignments

Writing assignments: Assignments will consist of asynchronous assignments completed individually and in a group. Assignments will consist of specific prompts delivered online to which you must respond. The specific writing prompts will coincide with readings from the textbook and complement the writing process but will also supplement the textbook. At-home entries will be presented in class but will also be posted on OWL for further clarification.

Workplace Interview Package: After being assigned a partner or mentor, students must compile a pre-interview package. This will include any background information gathered and questions that will help the student gain information about the field of interest and/or their interviewee. This is the first step in the larger “Workplace Interview and Report” project that builds throughout the semester toward a formal report and presentation. This package should be around two pages.

Workplace Interview Notes and Response: This will be comprised of the notes taken during the interview and an initial response. The response should begin to organize and reflect on the interview and the information gathered. Students should treat this as a draft of the report and use a combination of complete paragraphs and bullet point notes. This assignment should be about three pages in length.

Workplace Writing Report: Students will reflect on the interview process and assess the information shared by their interviewee. They will also reflect on the job application package and the stages of development through peer review and editing. Ultimately, the report offers students a chance to assess the key lessons of the course and their process of coming to understand or grapple with them. Students are encouraged to engage in some secondary research in combination with their primary research and present a formal report for this assignment. This assignment should be between six and seven pages.

Student Presentations: Students will work in pairs to present a collaborative and cumulative report about the key lessons of the course. This will be the final piece of the larger “Workplace Interview and Report” project that makes up the bulk of the course and the student’s grade. Students are encouraged to cover the key lessons learned throughout the interview process (pre, during, and post) that they outline in the written report. With their partner, they should develop a visual aid to share the key information in around five minutes. More will be discussed throughout the semester.

Job Application Package: Students will develop a resume and cover letter for a particular professional job ad or a job that they hope to apply for after their undergraduate career. Students should focus on the key elements discussed in class including clarity, structure, specificity, and design. Students will submit the package for grading and feedback and then send the documents to a peer for the peer review assignment.

Peer Review Discussion and Letter: The first draft of your job application package will undergo a peer review process. A partner will work through your documents and look for structural, design, and copy-editing issues. You will do the same for their work and return the documents with any constructive notes and a short letter outlining the strengths and weaknesses.

Case Note: It is a record of social worker’s interactions with a client or patient. You will practice creating notes, analyzing them and improving them. You will be given a sample case and you write your notes on the case. This assignment will be modified if you are not in social work.

Assignment	Weight	Length	Due date
Participation in Discussion Forums - Weekly	10%	Through discussion forums: 10 forums over the period of the course	
Workplace Interview Package	10%	2 pages	Jan 16
Workplace Interview Notes and Response	10%	3 pages	Jan 30
Job Application Package	15%	2-3 pages	Feb 6
Peer Review Discussion and Letter	10%	1-2 pages	Feb 27
Case Note Writing	15%	1-2 pages	Mar 20
Workplace Writing Report	20%	6-7 pages	Apr 1
Student Presentations	10%	5 minutes	Mar 31-Apr 7

All assignments done online 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. **Please keep a copy of all your assignments;** if a submitted assignment is lost, you will be asked to submit the duplicate for grading

You are encouraged to seek feedback from [The Write Place](#), which is the writing help centre at King’s, or from a Writing Specialist on all your work. Before you submit a) your resume and cover letter and b) your critical article review, you **must** receive feedback from **The Write Place**. [Make your appointment](#) early.

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, **late assignments will not usually be accepted**. However, if you have compassionate or medical grounds for late submission, please follow the procedure set out in the Appendix to this course outline titled "Course Outline Policies Statement." **You must also contact me within 24 hours of the missed deadline, to set up a new submission date or make-up test 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. No late submission will be accepted after the last day of classes unless you have arranged this with me via an academic counsellor.

Your Writing 2260 Schedule: Reading, Lessons, and Writing/Presenting

This course has **eleven units**. Each unit, which should be completed during the week specified in your schedule below, asks you to complete a specific **reading**, takes you through one or two short **lessons** (lectures), and asks you to complete one or more **writing** tasks. Lectures will be posted to each week's COURSE CONTENTS page on Monday at 12 PM (noon) EST every week. You will not benefit from listening to the lessons without preparing for them through the reading. The assignments will also test if you have done your reading. In addition, you are welcome to meet me on Zoom.

Use of Artificial Intelligence (e.g., ChatGPT)

In this course, Artificial Intelligence (AI) tools (ex. Microsoft Office Editor) are permitted exclusively for helping you edit your grammar and generate citations. Otherwise, use of AI tools such as Chat GPT is not permitted for any assessments, including assignments, essays, quizzes, tests, forum posts, and examinations. Here is the reason that AI tools are not permitted: this course aims to help you develop reading, writing, and thinking skills that you will need for your other university. Using AI tools to do the work for you will not help you develop your own thinking, reading, and writing skills. Moreover, AI tools also create text that can contain bias, prejudice, and other errors. If I have concerns about one of your assignments, I will contact you about this.

Below is your lecture schedule; more details will be posted on OWL. Subject to change – please check OWL frequently.

Weeks	Topic	Readings	Assignments Due
Week 1 Jan 5-9	<ul style="list-style-type: none"> • Introductions • Syllabus • Rhetoric: The Concept of Audience, Purpose, and Situation 	<i>Optional readings:</i> Beilfus, Bettes, and Peterson, Ch. 1 and 2, or MacRae, Ch. 1 and 2.	Forum 1
Week 2 Jan 12-16	<ul style="list-style-type: none"> • Formatting for Correspondence • Emails and Letters • Interviewing (an introduction) • Workplace Interview Package discussed 	Beilfus, Bettes, and Peterson, Ch. 6. Optional: MacRae, Ch. 6, 7, and 8.	Workplace Interview Package due January 16 on OWL.
Week 3 Jan 19-23	<ul style="list-style-type: none"> • Interviewing continued • Preparation • Interview • Post-interview 	Beilfus, Bettes, and Peterson, Ch. 10.	Forum 2
Week 4 Jan 26-30	<ul style="list-style-type: none"> • Cover Letters and Resumes (Find job ads that interest you for this week's class). • Introductory Document Design 	Beilfus, Bettes, and Peterson, Ch. 7. Optional: MacRae, Ch. 10 and 11.	Forum 3 Submit Workplace Interview Notes and Response by Jan 30 on OWL.

Week 5 Feb 2-6	<ul style="list-style-type: none"> • Workplace Identity • Authority • Collaborative work • Mock Job Interviews 	Wardle, "Identity, Authority, and Learning to Write in New Workplaces" (OWL)	Submit Job Application Package by Feb 6.
Week 6 Feb 9-13	<ul style="list-style-type: none"> • Cultural Communication and the changing world 	Gottlieb, "The Case for a Cultural Humility Framework in Social Work Practice" (OWL) Indigenous Learning Bundle	Forum 4
Feb 16-20 Reading Week (No Classes)			
Week 7 Feb 23-27	<ul style="list-style-type: none"> • Peer Review • Copy-editing 	MacRae, Ch. 3 and 4 on grammar and copy-editing.	Forum 5 Submit Peer Review Letter and Analysis by Feb 27
Week 8 March 2-6	<ul style="list-style-type: none"> • Formal and Informal Reports • Document Design • Presentations discussed 	Beilfus, Bettes, and Peterson, Ch. 9 and 11. Optional: MacRae, Ch. 17 and 19	Forum 6
Week 9 March 9-13	<ul style="list-style-type: none"> • Advocacy • Families • Welfare • Case Notes 	Lens, "Advocacy." McGowan and Walsh, "Writing in Family and Child Welfare" (OWL)	Forum 7
Week 10 March 16-20	<ul style="list-style-type: none"> • Report Writing • Primary vs Secondary Ethics • Ethical Reporting 	Additional materials will be posted on OWL	Forum 8 Case Notes by March 20
Week 11 March 23-27	<ul style="list-style-type: none"> • Proposal Writing 	Additional materials will be posted on OWL	Forum 9

	<ul style="list-style-type: none"> • Project Management • Presenting Findings 		
Week 12 March 30- Apr 3	<ul style="list-style-type: none"> • Group Presentations • Individual Presentations • Complete Student Questionnaire on Courses and Teaching (SQCT) for this course 	Beilfus, Bettes, and Peterson, Ch. 12. Optional: MacRae, Ch. 15 and 16	Submit Workplace Writing Report by April 1 on OWL.
Week 13 April 6-9	<ul style="list-style-type: none"> • Group Presentations • Individual Presentations • Complete Student Questionnaire on Courses and Teaching (SQCT) for this course 		Forum 10

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 you 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.