



3355F (570)
RIGHTS-BASED COMM ENGAGEMENT
Fall 2026

Instructor: D.Bendo
Email: dbendo2@uwo.ca

Course Information

Calendar Description:

Working with young people, students will facilitate a youth-led workshop to explore the United Nations Convention on the Rights of the Child in the context of children's lived experiences. Students will develop and facilitate workshop activities and will engage with children about their insights in relation to a rights-based topic.

Pre-requisite(s): Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G.

Anti-requisite(s):

Extra Information: 3 seminar hours

Course Weight: 0.50

Breadth: Category A

Subject Code: Childhood and Youth Studies

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 enrol 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 prerequisites.



CYS 3355 F

Section 570

Fall 2026

Rights-Based Community Engagement

Instructor Information:

Professor: Dr. Daniella Bendo

Email: dbendo2@uwo.ca

To contact me: email dbendo2@uwo.ca (**ensure you add the class course number in the subject line**). I will try to return a response within 48 business hours (Mon - Fri 9:00 am – 5:00 pm). If you do not hear from me within 48 hours, please send a follow up email.

Office Hours: Office hours can be found on Brightspace.

Lecture: CYS 3355 is planned as a real-time course in person, on campus. Please note that every lecture will be delivered live in person, on campus.

Land Acknowledgement

“We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In our region, there are eleven First Nations communities, as well as a growing indigenous urban population. King's University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America).” King’s University College at Western.

It is my goal in this class to challenge you to think critically about how assumptions and discourses about children and childhood impact all children from various social lines of difference. We will aim to critique how institutions, policies, and practices serve as sites of power in the lives of young people from various social locations.

Course Description: Working with young people, students will facilitate a youth-led workshop to explore the United Nations Convention on the Rights of the Child in the context of children's lived experiences. Students will develop and facilitate workshop activities and will engage with children about their insights in relation to a rights-based topic.

*Note: we will be collaborating with another class (CYS 3351) throughout the term to deliver the workshop.

Antirequisites: None

Prerequisites: Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G.

Unless you have either the requisites for this course or written 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 prerequisites.

Learning outcomes:

LO1 - CYS students acquire a general knowledge of the key concepts, theoretical approaches and assumptions within the field of childhood and youth studies. They come to see children as competent social actors and understand the implications of this fact for children's participatory rights in a local, national and global contexts. Those who obtain an Honours Specialization (HSP) in CYS demonstrate the ability to assess issues and critique arguments about the politics of childhood, social justice for children, and children's rights and capabilities in various institutional contexts.

LO2 - CYS students become familiar with interdisciplinary approaches to childhood and learn to evaluate and distinguish between them. Those who complete an HSP come to understand how these approaches intersect with other fields and disciplines, and formulate their own research questions in upper division seminars.

LO4 – CYS students apply analytic tools within childhood studies, and defend their ideas and arguments in oral and written forms. HSP students conduct research in childhood studies. Apply and defend ideas and arguments in speech and writing and in communication with others.

LO 6 – CYS students come to appreciate that the way we position children and youth as persons shapes our policy positions and the research questions. HSP students develop the ability to place children's and youths' own experiences and perceptions at the center of research methods and policy/legal debate.

LO 9 – CYS students gain the ability to communicate accurate information and clear arguments orally and in writing.

This course begins on September 11th and continues until December 9th 2026, honouring all important dates derived from University approved guidelines and academic policies

<https://www.westerncalendar.uwo.ca/SessionalDates.cfm>

Throughout the course you are expected to interact regularly with other students and with me, as your professor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. This work may happen in smaller groups, or through opportunities to meet as a class. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on and use our course material (readings, discussions, lessons, etc) to amplify learning for everyone.

We will all be responsible for our own learning progress and also 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 group. Welcome to our class!

Marking Norms

A+ 90-100 One could scarcely expect better from a student at this level

A 80-89 Superior work which is clearly above average

B 70-79 Good work, meeting all requirements, and eminently satisfactory

C 60-69 Competent work, meeting requirements

D 50-59 Fair work, minimally acceptable

F below 50 Fail

Required text:

Readings will be directed in class/on Brightspace through ARES (free of charge).

Course Evaluation:

Assignment 1: Rights-Based Everyday Lives Assignment - (25%)

*Group mark

Assignment 2: Proposed Solutions Discussion Plan (15%)

*Group mark

Assignment 3: Children's Insights and Solutions Output (15%)

*Group mark

Assignment 4: Reflection (30%)

*Independent mark

Active and Informed Participation (15%)

*Independent mark

CYS 3355: Rights-Based Community Engagement

Weekly Schedule, 2026

Week/Location	Session Title	Description
INTRODUCTION		
Session 1: Sept 11 Meet in our classroom. We will then meet with CYS 3351 (location TBD)	Course Introduction	We will explore; • Course objectives • Methods of assessment • Learning with another class Introducing Shaking the Movers: this session will give you the chance to find out what shaking the movers is and how it works. We will start to think about how your learning in this class will help to develop and facilitate a Shaking the Movers workshop. Readings: ➤ Visit the ‘Shaking the Movers’ tab on the Landon Pearson Centre website: https://carleton.ca/landonpearsoncentre/shaking-the-movers/ ➤ Take a look at the Shaking the Movers reports: https://carleton.ca/landonpearsoncentre/shaking-the-movers/#sect2 ➤ Read the following report: “What makes STM Unique?” https://carleton.ca/landonpearsoncentre/wp-content/uploads/WHAT-MAKES-SHAKING-THE-MOVERS-UNIQUE_.pdf
PARTICIPATORY/ARTS-BASED METHODS & WORKSHOP TOPIC		
Session 2: Sept 18 Meet with CYS 3351 in theatre	Ice-breakers Participatory/arts-based methods	We will explore participatory and arts-based methods working with children. We will also start to explore Shaking the Movers more deeply and will begin to unpack the workshop’s topic.

	Unpacking the Workshop Topic Select sub-theme topics and select group members	At the centre of this year's Shaking the Movers is a topic, which you will be required to communicate and explore with the child participants. This session will enable you to develop your understanding of this topic and will provide a foundation for how you can explore this topic with children. Task(s): By the end of the session, you will have a clear understanding about your role in the workshop. Groups will collaborate with CYS 3351 to finalize sub themes together. CYS 3355 will develop rights-based workshop activities on the topic; CYS 3351 will develop skits/books on the topic. Complete the google doc. sign-up sheet with the names of the group members and the topic selected. Readings: Pimlott-Wilson, H. (2012). Visualising children's participation in research: Lego Duplo, rainbows and clouds and moodboards. <i>International Journal of Social Research Methodology</i>, 15(2), 135–148. https://doi-org.proxy.library.brocku.ca/10.1080/13645579.2012.649410 Blaisdell, C., Arnott, L., Wall, K., & Robinson, C. (2019). Look who's talking: Using, creating, playful arts-based methods in research with young children. <i>Journal of Early Childhood Research. ECR</i>, 17(1), 14-31. https://doi.org/10.1177/1476718X18808816
RIGHTS-BASED APPROACHES & SELECTING SUB-THEMES		
Session 3: Sept 25 Meet with CYS 3351 (location TBD)	Guest Speaker A Rights-Based Approach to Working with Children/Rights-Based Advocacy	This class will continue to equip you with the core skills that are going to be essential to your learning through this course. The class will start with a guest speaker who will help us think through ideas for the workshop. Task: We will explore what it means to take a rights-based approach to working with children and rights-based advocacy. Readings:

		Taking a rights-based approach to fiction in primary schools: Early Level https://www.scottishbooktrust.com/uploads/store/media/7332/file/Early Level Taking a Rights Based Approach to Fiction Resource.pdf Lansdown, G. (2020). Exploring the meaning of children's participation. In V. Caputo (Ed.), <i>The children's senator: Landon Pearson and a lifetime of advocacy</i> (pp. 21 - 44). McGill-Queen's University Press. https://doi.org/10.2307/j.ctv18sqzb7.6 ➤ Please review Spirit Bear's Guide - Child Friendly Calls to Action: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://fnccaringssociety.com/sites/default/files/2023-05/Spirit%20Bear%27s%20Guide%20to%20the%20Truth%20and%20Reconciliation%20Commission%27s%20Calls%20to%20Action%20.pdf ➤ UNICEF (2004). A human rights-based approach to education for all. (Pg. 10-11 only): https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/A%20Human%20Rights-based%20Approach%20to%20Education%20for%20All_0.pdf ➤ UNICEF. (2020). National human rights institutions (NHRIs) Series: Tools to support child-friendly practices. Advocacy with and for Children in the Work of NHRIS (pp. 7-8; p. 12-15; p. 16-21). https://www.unicef.org/eca/media/15321/file
WORKING WITH CHILDREN, BEING A FACILITATOR & DEVELOPING CHILD-FRIENDLY MATERIAL		
Session 4: Oct 2 Meet with CYS 3351 in theatre	Working with Children & Being a Facilitator Developing Child-Friendly Material	Here we will look at what is involved in being an effective facilitator when working with children. We will analyze strategies for facilitation in relation to our role as communicators, presenters, and enablers in order to support the activities that you are going to be developing. We will also look at how to take complex, academic information and turn it into simple, clear, child-friendly

	Watch: National Child Day: Understanding children's rights in Canada CBC Kids News	language. This will enable you to think about how to design your activities/discussion plan. Task: Brainstorm! Start to think about/develop a guiding question for Assignment 1 and for Assignment 2. Think about what you learned in relation to: ➤ The workshop topic ➤ What it means to take a rights-based approach to working with young people ➤ Facilitation with children ➤ How to develop child-friendly material Readings: Roerig, S., & Evers, S. J. T. M. (2019). Theatre Elicitation: developing a potentially child-friendly method with children aged 8–12. <i>Children's Geographies</i>, 17(2), 133–147. https://doi-org.proxy.library.brocku.ca/10.1080/14733285.2017.1407404 Lomax, H., & Smith, K. (2024). Towards attentive, playful arts-based methodology with children. <i>Global Studies of Childhood</i>, 14(1), 102-120. https://doi.org/10.1177/20436106241233006 Explore: https://research.hud.ac.uk/institutes-centres/hudcres/projects/backchat/ ➤ Facilitating Human Rights Learning, section A to F: http://hrlibrary.umn.edu/edumat/hreduseries/HR-YES/part-4_sect5.html
Session 5: Oct 9 Meet with CYS 3351 in theatre	Effective note-taking and adapting activities Listening and participation	In this class you will learn how to be an effective note-taker, which is important for the workshop. We will also focus on strategies related to listening and participation. Task: You will continue to develop guiding questions for Assignment 1 and Assignment 2; think about your activities/discussion plan and what this will look like.

	Get Practical Developing your guiding questions and activities	Then you can plan out your activities and think through how to make them rights-based and linked with the broader workshop topic. Continue to think about any challenges/details/issues with delivery that you may encounter as you design your activity and discussion plan. Ensure your activity takes a rights-based approach and is clear, simple, and child-friendly; ensure your discussion plan is clear. I will provide feedback throughout this session. Reading: Blanchet-Cohen, N., & Bedeaux, C. (2014). Towards a rights-based approach to youth programs: Duty-bearers' perspectives. Children and Youth Services Review, 38, 75-81: http://www.iicrd.org/sites/default/files/resources/Towards_a_rights-based_approach_to_youth_programs_Duty-bearers%27_perspectives_0.pdf ➤ Save the Children. (2021). The nine basic requirements for meaningful and ethical children's participation, (pp. 1-11). https://resourcecentre.savethechildren.net/document/nine-basic-requirements-meaningful-and-ethical-childrens-participation/ ➤ Save the Children. (2021). Mini guide: Moderating events with children https://resourcecentre.savethechildren.net/pdf/mini_guide-moderating_events_with_children-final.pdf/ Assignment 1 due Oct 20 @ 11 pm.
READING WEEK NO CLASS OCT 10 – OCT 18		
Session 6: Oct 23 Meet in our classroom	Developing your ideas	This is an opportunity to work with your groups to finalize your activities in preparation for next week's trial run.

		Task: Reflect on any feedback you receive from your classmates/make changes as necessary. Readings: Lomax H and Smith K (2022) Seeing as an act of hearing: Making visible children's experiences of the COVID-19 pandemic through participatory animation. Sociological Research Online 27(3): 559–568 https://journals.sagepub.com/doi/full/10.1177/13607804221087276#:~:text='Our%20Voices'%20is%20an%20animation%20co%2Dcreated%20with%2016,Spray%20and%20Hunleth%2C%202020). Assignment 2 due Oct 25 @ 11 pm.
Session 7: Oct 30 Meet with CYS 3351 in theatre	Trial Run	Test out your activity and discussion plan on the other groups in the class. You should come to class prepared as if you are going to carry out your activity and discussion plan with the children at Shaking the Movers. Make sure everything works and is thought through! Task: This is an opportunity to finalize all details. Practice your activities again and finalize all materials.
Session 8: Nov 6 Meet with CYS 3351 in theatre	Dress Rehearsal for STM	This session is the full rehearsal for STM. We will gather with 3351 and do a full run through of the event. This week we will continue conversations and planning for assignment 3 and we will finalize our plans for the Shaking the Movers event. We will make sure we have everything ready for the workshop.
Session 8: Nov 14	STM WORKSHOP TO TAKE PLACE	WORKSHOP HELD AT BOYS & GIRLS CLUB OF LONDON FROM 10AM – 2 PM. *NOTE: NO CLASS ON FRIDAY NOVEMBER 13TH SINCE WE WILL BE FACILITATING THE WORKSHOP ON SATURDAY.
Session 9: Nov 20 Meet with CYS 3351 in theatre	Debrief and Discussion/ What's Next	What did we learn? What did other groups learn? Link back to core themes introduced in earlier classes.

		Task: Think about what you learned at the beginning of the semester surrounding the workshop topic; how did this translate into practice? *Work on Assignment 3 due: Dec 3 @ 11 pm. *Work on your reflection (Assignment 4)
Session 10: Nov 27 Meet in our classroom	Work Session	This class will be an opportunity to work on your final assignments. *Work on Assignment 3 due: Dec 3 @ 11 pm. *Work on your reflection (Assignment 4)
Session 11: Dec 4 Meet in our classroom	Conclusion	Course Wrap-Up Assignment 4 due Dec 8 @ 11 pm.
Additional texts that we may draw upon throughout the semester: *Note you may be asked to read additional literature not listed on this course list. UN Convention on the Rights of the Child. UN Convention on the Rights of Indigenous Peoples. Lundy L., & McEvoy, L. (2012). Childhood, the United Nations Convention on the Rights of the Child, and Research: What Constitutes a ‘Rights Based’ Approach? In M. Freeman (Ed), <i>Law and Childhood Studies: Current Legal Issues</i>, (pp. 75-91). Oxford. Doek J (2009) The CRC 20 Years: An overview of some of the major achievements and remaining challenges. <i>Journal of Abuse and Neglect</i> 33: 771–782. Ruck M and Horn S (2008) Charting the Landscape of Children’s Rights. <i>Journal of Social Issues</i> 64(4): 685–699. Freeman M (2007) Why it Remains Important to Take Children’s Rights Seriously. <i>The International Journal of Children’s Rights</i> 15(1): 5–23. Alanen L (2010) Taking children’s rights seriously. <i>Childhood</i> 17: 5–8. Lansdown G (2014) 25 years of UNCRC: Lessons learned in children’s participation. <i>The Canadian Journal of Children’s Rights</i> 1: 172–190.		

Bosisio R (2012) Children's right to be heard: What children think. *The International Journal of Children's Rights* 20(1): 141-154.

King, J., Wattam, J., & Blackstock, C. (2016). Reconciliation: The kids are here! Child participation and the Canadian human rights tribunal on first nations child welfare. *The Canadian Journal of Children's Rights*, 3(1), 32-45.

De Finney, S. (2014). Under the Shadow of Empire: indigenous Girls' Presencing as Decolonizing Force. *Girlhood Studies*, 7(1), 8-26.

Lansdown, G., & O'Kane, C. (2014). A Toolkit for Monitoring and Evaluating Children's Participation: How to measure the scope, quality and outcomes of children's participation. Booklet 3. Save the Children.

Lansdown, G., & O'Kane, C. (2014). A Toolkit for Monitoring and Evaluating Children's Participation: Children and young people's experiences, advice and recommendations. Booklet 6. Save the Children.

Frankel, S. (2018). 'Giving Children a Voice.' Jessica Kingsley Publishers.

Assignment 1 – (25%)

Rights-Based Everyday Lives Activity (Due Oct 20 @ 11:00 pm). Working in groups, students will develop a rights-based activity which will focus on unpacking young people's lived experiences and perspectives on a sub-theme topic of the Shaking the Movers workshop. The activity will be assessed. Students will carry out this activity with young people during the Shaking the Movers workshop. *This is a group mark.

Assignment 2 – (15%)

Proposed Solutions Discussion Plan (Due Oct 25 @ 11 pm): Working in groups, students will develop a discussion plan that focuses on unpacking young people's proposed solutions and recommendations on a sub-theme topic of the Shaking the Movers workshop. Students will engage their questions developed from the discussion plan during the Shaking the Movers workshop. Students will submit their discussion plan, an overview of the discussion plan, a rationale for the plan and why it was developed. *This is a group mark.

Assignment 3 – (15%)

Children's Insights and Solutions Output (Due Dec 3 @ 11 pm): Student's will submit an arts-based output (eg: poster, infographic etc) that summarizes take-away messages from young people's perspectives at the Shaking the Movers workshop(s). *This is a group mark.

Assignment 4 - Reflection (30%): Due Dec 8 @ 11 pm

Working individually, students will reflect on what was learned throughout the course and key take-away messages that they learned from their engagement with children and youth. A reflection model/activity will be provided to guide your reflection.

Active and Informed Participation: (15%) Student participation will be evaluated on the basis of active, informed, consistent and thoughtful oral participation in class discussions each week. Students may also be asked to complete formal participation activities throughout the semester. **This mark also includes your facilitation/engagement/attendance at the workshop; students are expected to attend the workshop.**

*This is an individual mark.

Policy for Late Submissions

Penalties for late papers or projects may be avoided if extensions are requested in advance. Otherwise, a two-mark deduction will be taken for each of the first five days it is late (including weekends). After 5-days without communication, a zero will be assigned. Ordinary problems should be handled between the instructor and the student on a case-by-case basis. Students are expected to schedule appointments and other responsibilities around class time. To be excused from participatory requirements (attendance or homework, etc.) due to temporary illness or an unavoidable scheduling conflict, contact the instructor directly via email as soon as you are aware of the problem. If your problem involves a disruption in your ability to study or participate in the course for more than one week, or if it is about a personal loss or trauma of a serious nature, you may request more extensive accommodations, counselling, and other forms of help. The best way to do this is to contact the instructor and/or the Academic Dean's Office.

AI Usage Policy

Any usage of artificial intelligence or language generation or translation applications by students to complete assigned work for this course must be approved by the instructor *and* noted by the student in the submitted work itself. Writing text and then feeding it into a computer application to **improve or translate your own words**, changing a few words, and then submitting this text as if it was your own constitutes plagiarism. You must compose text, choose words, construct logic flow, structure sentences and paragraphs to organize, synthesize, interpret information with your own mind. When you borrow language or ideas **from another person or from a machine** this must be acknowledged with quotation marks and/or citations.

*instructor reserves the right to modify course outline.

**KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27**

1. Academic Accommodations (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](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline to confirm this assessment.
- If instructors have built flexibility into their assessments, this flexibility will already address consideration needs. (For example, if students need to submit X of Y assignments, this flexibility already provides consideration.)
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

For further information on the academic consideration policy, please see https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

3. Support Services

Accessibility, Counselling and Student Development at King’s University College:
<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://kings.uwo.ca/campus-life/student-supports/>

Good2talk is an online and phone resource for students, available 24/7, with services in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

Western’s Mental Health Services site provides a complete list of options on how to obtain help:
<https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's 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 (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

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.

6. 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 https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools 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.

7. 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.

8. 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.

9. 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.