



Political Science 3424F (570)
CAMPAIGN SCHOOL
Fall/ Winter 2026-2027

Instructor: Dr. Jacquie Newman
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Course Information

Mode of Instruction: in-person

Calendar Description:

An experiential learning class in campaign and election management using a current election as a case study. For the first half, students will work with an election campaign. The second half will examine the election outcome as a product of the campaign and the ballot structure.

Antirequisites: Political Science 4486F if taken in 2018-2019, [Political Science 3315F/G](#) if taken in 2019-2020, Interdisciplinary Studies 3991Y if taken in 2021-2022.

Prerequisite(s): Enrolment in third or fourth year, or permission of the Department.

Extra Information: 2 seminar hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: POLISCI

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.

POLITICAL SCIENCE & INTERNATIONAL RELATIONS

3424F – 570: Campaign School

Fall 2026

Dr. Jacquie Newman

(For location information, refer to the class OWL Brightspace site)

COURSE DESCRIPTION

This experiential learning course examines municipal election campaigns through the lens of political science, using the 2026 London municipal election as a living case study. Students will explore how local democracy is practiced by combining academic study with direct participation in an election campaign.

During the first half of the course, students will volunteer with a municipal election campaign while studying the institutions, rules, organization, and strategies that shape local elections. Through participant-observation, reflective field notes, and course readings, students will examine campaign organization, voter engagement, political communication, leadership, ethics, and democratic representation.

Following Election Day, the course shifts from participation to analysis. Drawing upon their field experiences, campaign observations, election results, and political science scholarship, students will critically examine how campaign organization, electoral institutions, candidate characteristics, and voter behaviour shaped the outcome of the 2026 municipal election. Class discussions will compare experiences across campaigns, allowing students to investigate broader questions of representation, democratic participation, political leadership, and local governance.

Throughout the semester, students will develop skills in participant-observation, qualitative research, critical analysis, professional communication, and reflective practice. By integrating academic theory with first-hand experience, the course provides a unique opportunity to study municipal politics from the inside while developing a deeper understanding of democratic practice and electoral politics.

Mode of instruction: in-person (experiential learning off-campus in London + normal classes at King's)



Antirequisites: Political Science 4486F if taken in 2018-2019, Political Science 3315F/G if taken in 2019-2020, Interdisciplinary Studies 3991Y if taken in 2021-2022.

Prerequisites: Enrolment in third or fourth year, or permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll, 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 if you are dropped from a course for failing to have the necessary prerequisites.

COURSE OBJECTIVES:

By the end of this course, students will be able to:

- Develop a comprehensive understanding of municipal government, local elections, and local democratic governance in Ontario.
- Explain how municipal election campaigns are organized, managed, and conducted.
- Examine issues of democratic representation, political participation, and civic engagement in local elections.
- Analyze how factors such as gender, Indigeneity, race, ethnicity, class, disability, and age shape experiences of electoral politics and political representation.
- Apply participant-observation and ethnographic research methods to the study of municipal election campaigns.
- Critically evaluate campaign practices, leadership, communication strategies, and voter engagement using concepts from political science.
- Develop professional skills through meaningful participation in a municipal election campaign.
- Strengthen research, analytical, writing, and oral communication skills through reflective and experiential learning.
- Integrate academic scholarship with field experience to deepen understanding of local democracy and political practice.
- Take responsibility for their own learning by engaging actively in seminar discussions, fieldwork, and critical reflection.

REQUIRED TEXTS

Readings will be made available through OWL Brightspace

Recommended:

If you are interested in further developing and practicing participant-observation qualitative research, check out Annette Lareau. 2021. *Listening To People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up*. Chicago: The University of Chicago Press. (About \$31.00 from Amazon)

COURSE REQUIREMENTS

Assignment	Value	Date Due
Class Performance and Participation	25%	On-going in class evaluation by the professor.
Assignment 1: Campaign Background Briefing (Get your bearings and understand the context once you are in the field.) 1000 – 1500 words	10%	Due September 22, 2026
Assignment 2: Campaign Material/Artifact Analysis (mailers, social media, canvassing scripts, debate messaging, signs, etc.) 1500 – 2000 words	15%	Due October 20, 2026
Assignment 3: Field Journal. Your participant-observation journal. (Maintained throughout the campaign)	20%	Due with term paper December 8, 2026
Assignment 4: Paper based on field research and readings 3,000 - 5,000 words (excluding references and appendices)	25%	Due December 8, 2026
Assignment 5: 2.5-Minute Thesis Presentation One PowerPoint Slide	5%	2.5-Minute Thesis Presentations on December 8, 2026

Please note, Friday Make-Up Exams may only be written with the instructor's consent.



Assignment 1: Campaign Background Briefing

Students must show they have knowledge and understanding of the background and context of the campaign they are working on and observing. This is not a campaign plan and not an opinion piece. It is a background briefing that prepares students to observe the campaign through the lens of political science. For example, students should address the following:

- Municipality and Ward
 - Describe the municipality and, where applicable, the ward in which the campaign is taking place.
 - Include relevant demographic, geographic, and socio-economic characteristics.
- The Election
 - Identify the offices being contested.
 - Explain the electoral system and any features that may shape the campaign.
- Candidate Profile
 - Introduce the candidate and summarize their background.
 - Identify key campaign themes, priorities, and public messaging.
- Political Context
 - Identify the major issues facing the municipality.
 - Explain why these issues are politically significant.
- Campaign Environment
 - Describe the electoral landscape.
 - Consider factors such as incumbency, number of candidates, competitiveness, endorsements (if applicable), campaign financing, and local political dynamics.
- Research Questions
 - Identify **2–3 questions** you hope to explore during your participant-observation experience.
 - These questions should guide your observations throughout the campaign.

Assignment 2: Campaign Material/Artifact Analysis

Election campaigns communicate with voters through a wide range of materials, including printed literature, social media, speeches, websites, canvassing scripts, lawn signs, videos, advertisements, debate messaging, and campaign events. These artifacts reveal how campaigns frame issues, construct candidate identities, and attempt to persuade voters.



Students will collect and analyze a selection of campaign artifacts from the campaign with which they are volunteering. The goal is not simply to describe these materials but to critically examine how they communicate political messages and what they reveal about campaign strategy.

Students should:

- Collect 5–10 campaign artifacts (or an equivalent selection of digital content).
 - Describe each artifact briefly and explain its intended audience.
- Analyze how the campaign presents:
 - the candidate
 - key issues
 - opponents (if applicable)
 - the community
 - local problems and proposed solutions
- Consider how different communication strategies are used across platforms.
- Evaluate the effectiveness of the campaign's messaging using concepts from the course.

Students should support their analysis with relevant political science literature on campaign communication, political marketing, framing, persuasion, local elections, or voter behaviour.

Assignment 3: Field Journal

A field journal is one of the primary research tools used in participant-observation and ethnographic research. It provides a systematic record of observations, conversations, experiences, and reflections made while conducting fieldwork. Throughout this course, your field journal will document your experiences working on a municipal election campaign and will serve as the foundation for your final analysis of the campaign and the election.

Your journal should record what you observed, what happened, why it matters, and how it connects to concepts discussed in class. While your personal experiences are important, this assignment is more than a diary. It is a research document that demonstrates your growing understanding of campaigns, local democracy, and political participation.

Your journal should include:

- Field observations documenting campaign activities, including canvassing, meetings, volunteer coordination, public events, debates, campaign offices, Election Day activities, and other relevant experiences.
- Observations of campaign organization and decision-making, including leadership, communication, volunteer management, voter engagement, and campaign strategy where appropriate.
- Connections to course materials, demonstrating how your observations relate to assigned readings, lectures, seminar discussions, and political science concepts.
- Critical reflections that move beyond description to analysis. Consider questions such as:
 - What surprised you?
 - How did the campaign function as an organization?
 - What forms of leadership did you observe?
 - How were decisions made?
 - How did volunteers interact with one another and with voters?
 - How did campaign practices compare with ideas discussed in class?
 - What does this experience suggest about local democracy?
- Personal reflection, acknowledging how your own assumptions, perspectives, and understanding of politics evolved throughout the campaign.

Entries should be clearly dated and written as soon as possible after each significant campaign activity. Regular entries are expected throughout the campaign period. As a guideline, entries should typically be 250–500 words, although some experiences may require more detailed reflection.

Remember: This is not simply a diary or a log of activities. A strong field journal demonstrates careful observation, thoughtful analysis, and an ongoing effort to connect lived experience with political science scholarship. The strongest journals will show how your understanding of municipal politics develops over the course of the election while providing rich evidence for your final analytical paper.

Assignment 4: Final Paper

The final paper is the capstone assignment for this course. Drawing upon your participant-observation, field journal, campaign artifacts, course readings, and independent research, you will analyze your campaign experience through the lens of political science.

This is not a personal reflection or a chronological account of your volunteer experience. Rather, it is an analytical research paper that uses your campaign as a case study to examine a broader question about municipal elections, campaigns, and democratic practice.



Your paper should demonstrate your ability to integrate academic scholarship with first-hand field experience.

Your paper should:

- Clearly identify a research question or central argument.
- Draw upon your participant-observation and field journal as primary sources of evidence.
- Incorporate campaign artifacts, election results, media coverage, and other relevant evidence where appropriate.
- Engage with relevant political science literature discussed in the course.
- Analyze — not simply describe — your observations.
- Develop a clear, well-supported argument about municipal elections, campaign organization, democratic participation, political leadership, representation, voter engagement, campaign communication, or another approved topic.

Possible research questions include (but are not limited to):

- How is leadership exercised within a municipal election campaign?
- How do campaigns recruit, organize, and motivate volunteers?
- What role does local campaigning play in democratic participation?
- How do campaigns communicate with voters?
- How do campaigns construct candidate identity?
- How do issues of gender, race, age, disability, or other forms of diversity shape campaign experiences?
- What organizational challenges emerge during a municipal election campaign?
- How did campaign strategy influence electoral outcomes?
- What does this campaign reveal about the strengths and limitations of local democracy?

Students are encouraged to develop their own research question in consultation with the instructor.

Remember: your campaign is the **case study**, not the topic itself. The topic is the broader political question that your experience helps to illuminate.

Annette Lareau. 2021. "Writing: Becoming Clearer about Your Contribution," in *Talking to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it Up*. Chicago: Chicago University Press, pp. 226-259

Assignment 5: 2.5-Minute Thesis Presentation

Each student will have **2.5 minutes** to present the central argument of their final paper. Its purpose is to share your research and to showcase the diverse experiences and insights that emerged from working on different municipal election campaigns. Together, these presentations will provide a unique picture of the 2026 London municipal election from multiple perspectives.

Each presentation should include:

- Your research question.
- Your central argument and finding.
- One or two examples or pieces of evidence that support your conclusion.
- Why your findings matter for understanding municipal elections or local democracy.

Each student may use **one PowerPoint slide** to support their presentation. The slide should complement what you say rather than repeat it. A strong slide might include a photograph, campaign artifact, chart, quotation, or a few key points.

The goal is not to summarize your entire paper, but to communicate its most important insight clearly and concisely. Think of it as an opportunity to share what you learned and to contribute to our collective understanding of the election.

SEMINAR SCHEDULE

Sept. 15: Introduction and Learning to Observe

A very useful site: <https://www.amo.on.ca/about-us/municipal-101/municipal-elections> -- Association of Municipalities of Ontario

Annette Lareau. 2021. "Learning to Do Participant Observation: A Practical Guide," in *Talking to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it Up*. Chicago: Chicago University Press, pp. 140-162.

Diana Kapiszewski, Lauren M. MacLean, and Benjamin L. Read. 2015. "Site Intensive Methods: ethnographic and participant observation," in *Field Research in Political Science: Practices and Principles*. Cambridge: Cambridge University Press, pp. 234-265.

Consider:

- How should you take field notes without disrupting the campaign?
- What ethical questions might arise?



Also useful: Annette Lareau. 2021. "Writing High-Quality Field Notes: Details Matter," in *Talking to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it Up*. Chicago: Chicago University Press, pp. 163-194.

Annette Lareau. 2021. "Data Analysis: Thinking as You Go," in *Talking to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing it Up*. Chicago: Chicago University Press, pp.195-225.

Sept. 22: Municipal Government Elections and Campaign Rules

Readings:

Ministry of Municipal Affairs and Housing. 2026 Candidates' guide to Ontario municipal council and school board elections.
<https://www.ontario.ca/files/2026-03/mmah-2026-candidates-guide-en-2026-03-31.pdf> Also available on Brightspace.

Cameron D. Anderson & Laura B. Stephenson. 2021. London. In Jack Lucas & Michael McGregor (eds.) *Big City Elections in Canada*. Toronto: University of Toronto Press, pp. 140 – 160.

A Crash Course in Canadian Local Government:

Andrew Sanction. 2010. Local Government. In John C. Courtney & David Black (eds.) *The Oxford Handbook of Canadian Politics*. Markham: Oxford University Press Canada, pp. 131 – 150.

Sept. 29: Campaign Organizations; candidates, managers, volunteers, and field operations

Paul Wilson. 2022. Local Campaign Workers. In Alex Marland & Thierry Glasson (eds.) *Inside the Local Campaign: Constituency Elections in Canada*. Vancouver: UBC Press.

Jacob Robbins-Kantor. 2022. Voter Canvassing. In Alex Marland & Thierry Glasson (eds.) *Inside the Local Campaign: Constituency Elections in Canada*. Vancouver: UBC Press.

Oct. 6: Campaign Strategy, Communications, Canvassing, and Voter Contact

Mira R. Holman & Lay, J. C. (2021) Are You Picking Up What I Am Laying Down? Ideology in Low-Information Elections. *Urban affairs review (Thousand Oaks, Calif.)*. [Online] 57 (2), 315–341.

Albert Tonghoon Han, Lucie Laurian, and Jim Dewald. 2021. “Plans Versus Political Priorities: Lessons From Municipal Election Candidates’ Social Media Communications.” *Journal of the American Planning Association* 87 (2): 211–27. <https://doi.org/10.1080/01944363.2020.1831401>.

Oct. 20: Election Day Preparation and Operations

Consider:

- What should you be paying attention to?
- What kind of decisions will be happening behind the scenes?
- What do we expect to learn from Election Day?

Oct. 27: Election De-brief and Initial Reflections

Mévellec, Anne, Brandon Bolduc, Guy Chiasson, and Veika Donatien. 2024. “Municipal Elections and Political Incorporation.” In *Canadian Urban Governance in Comparative Perspective*, edited by Kristin Good and Jen Nelles. University of Toronto Press. <https://doi.org/10.3138/9781442634985-012>.

Based on what you observed, is the traditional Canadian municipal democratic model weakening, persisting, or changing unevenly?

Nov. 3: Leadership and Campaign Organization

Horak, Martin, and Zack Taylor. 2026. “Campaign Capital, Resource Mobilization, and Candidate Performance in Local Elections.” *Urban Affairs Review*, advance online publication, April 13. <https://doi.org/10.1177/10780874261441608>.

Nov. 10: Representation Diversity and Candidate Recruitment

J. Eric Oliver. 2012. Who Runs in Local Elections? Local Elections and the Politics of Small-Scale Democracy. Princeton: Princeton University Press, pp. 87 - 115

Declan Ingham and Mike Morden, 2021. “Locally Grown: A survey of municipal politicians



in Canada.” Toronto: The Samara Centre for Democracy

Nov. 17: Voter Participation and Civic Engagement

Bring your field Journals to substantiate your responses:

- What surprised you the most?
- Where did you actually see democracy happening?
- Who participated, and who didn't?
- How can we get more people participating in municipal politics?
- What should be the focus voter participation or civic engagement?
- Has participating in a campaign changed the way you think about politics?

Nov. 24: Campaign Ethics and Democratic Accountability

Samuel Bagg and Isak Tranvik. 2019. “An Adversarial Ethics for Campaigns and Elections.” *Perspectives on Politics* (Cambridge) 17 (4): 973–87.

<https://doi.org/10.1017/S1537592719002639>.

Zack Taylor and Shanaya Vanhooren. 2021. “Local Election Campaign Finance Regimes in Canada: Toward a Research Agenda.” *Canadian Public Administration* 64 (1): 99–121. <https://doi.org/10.1111/capa.12400>.

Dec. 1: Lessons from the Election. The Future of Municipal Politics

Aaron A. Moore/IMFG, 2017. *Municipal Electoral Reform: Potential and Consequences in Canada*, Institute on Municipal Finance and Governance, Munk School of Global Affairs. Toronto, ON, CA. Retrieved

from <https://coilink.org/20.500.12592/rnpcbc> on 03 Aug 2026. [COI: 20.500.12592/rnpcbc](https://coilink.org/20.500.12592/rnpcbc).

J.-A Boudreau. 2003. Questioning the use of ‘local democracy’ as a discursive strategy for political mobilization in Los Angeles, Montreal and Toronto. *International Journal of Urban and Regional Research*. 27 (4), 793–810.

Dec. 8: 2.5-Minute Thesis Presentation

Today we're holding our own municipal election research symposium. Over the past three months, you've each become an expert in aspects of the 2026 election. This is your opportunity to share what you discovered.

RULES AND POLICIES

Rules of Engagement:

A Brave Classroom

Political science examines some of the most contested questions in public life. Throughout this course you will encounter ideas, arguments, policies, and perspectives that you may disagree with or find uncomfortable. Discomfort is not a sign that something has gone wrong; it is often a sign that meaningful learning is taking place.

When you encounter an argument that challenges your views, I encourage you to be **reflexive rather than reactive**. Ask yourself why you disagree. What assumptions does the argument make? What evidence supports it? Is that evidence reliable and verifiable? What are the strengths and weaknesses of competing arguments? What values or assumptions shape your own perspective? The goal of this course is not to tell you what to think, but to help you think more carefully, critically, and rigorously. Our classroom will operate as a **brave space** rather than a "safe space." A brave space recognizes that learning often requires us to examine unfamiliar ideas, question long-held assumptions, and engage respectfully with people whose experiences and viewpoints differ from our own. As Brian Arao and Kristi Clemens argue, bravery is necessary because genuine learning involves risk and the willingness to reconsider previous ways of understanding the world.

To foster that environment, we will follow several guiding principles:

- **Controversy with civility.** Vigorous debate is encouraged. Critique ideas, evidence, and arguments—not individuals. Reasonable people can disagree.
- **Own intentions and impacts.** We are all responsible for the words we choose. If misunderstandings occur, we will address them respectfully and in good faith.
- **Challenge by choice.** You are encouraged to engage with difficult conversations while recognizing your own limits. Listening thoughtfully is also a meaningful form of participation.
- **Respect.** Every member of the class deserves to be treated with dignity and respect, regardless of their background, identity, or viewpoint.
- **No personal attacks.** Disagreement is expected; insults, harassment, intimidation, or attempts to silence others are not.

The university is a place for the open exchange of ideas. You are not expected to agree with every argument presented in this course—or with me, or with your classmates. You are expected to engage those arguments thoughtfully, support your own claims with evidence, remain open to having your views challenged, and contribute to an environment where others can do the same.



Paper Submission:

It is required that assignments include footnotes or endnotes and a bibliography presented in a manner that conforms to an accepted academic style. If you are unsure of the proper citation technique, please use a guide. If you have further questions, please discuss them with the Professor. I tend to prefer intext citations, Chicago style (a gangster at heart?) and/or Reformed Harvard, however, APA or MLA are also acceptable. Just remain consistent!

It is highly recommended that student refer to a writing guide for political science such as Lucille Charlton and Mark Charlton. 2006. *Thomson Nelson Guide to Research and Writing in Political Science*. Toronto: Thomson-Nelson, for instruction on writing a research report and an essay for political science.

Students must submit their essays to TurnItIn.com before they will be marked and returned. Students can submit assignments to TurnItIn through the OWL Brightspace Assignments Page. Please do not submit assignments through email. Assignments sent through UWO email will not be considered submitted.

Students are to keep an electronic and hard copy of their assignments and essays. Students must also keep a copy of their field journals, research notes and rough drafts. It is helpful to store these in your OWL Brightspace locker.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as, footnotes or citations. Plagiarism is a major academic offence (see the appended Dept. of Political Science Policy Regarding Plagiarism, and refer to Scholastic Discipline under the Senate Policy on Academic Rights and Responsibilities at <http://www.uwo.ca/univsec/handbook/>

Scholastic offences are taken seriously and students are directed to read the appropriate policy specifically the definition of what constitutes a Scholastic Offence, at the following website: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

Use of Generative AI

Generative artificial intelligence (AI) tools (e.g., ChatGPT, Claude, Gemini, Copilot) may be used to assist with brainstorming, developing outlines, or improving grammar, clarity, and readability. However, all written assignments must represent your own original thinking, analysis, and writing. AI may assist your work, but it may not replace it.

You are responsible for the accuracy of everything you submit. Remember that AI is a word machine, not a truth machine: it can produce information that is inaccurate, incomplete, misleading, or entirely fabricated. Treat AI-generated material with the same critical scrutiny you would apply to any other source.

If you use generative AI at any stage of an assignment, you must disclose that use. Include, as an appendix, the prompts you used and the AI-generated output that informed your work. Any AI-generated material that is quoted, paraphrased, or otherwise incorporated into your assignment must also be cited according to an accepted citation style (e.g., MLA, APA, or Chicago) using the most current guidance for citing generative AI.

Failure to disclose the use of AI, or submitting AI-generated work as your own, constitutes academic misconduct and may be addressed in accordance with the University's academic integrity policies.

If you are unsure whether a particular use of AI is appropriate, ask before submitting your assignment.

Policy on Late Assignments: “Just Don’t Do It”

Each assignment/paper is due on the date noted before midnight. All assignments must be submitted electronically, through the Assignment page on OWL Brightspace (which incorporates TurnItIn).

Extensions may be granted in instances where illness, personal or family emergency, or mental health issues are a factor, though waiting until after the deadline to see an academic counsellor will increase the possibility that you will receive zero. Any lateness due to mental illness must be in compliance with King’s Policy on Accommodation for Medical Illness (e.g. appropriate documentation must be submitted:

http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Accommodations:

If you feel you have a medical or personal problem that is interfering with your work, you should contact the Academic Dean’s Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time rather than on a retroactive basis. In general, retroactive requests for grade revisions on



medical or compassionate grounds will not be considered. Students are also advised to read the Policy on Accommodation for Medical Illness

<https://studentservices.uwo.ca/secure/index.cfm>

King's University College at The University of Western Ontario

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, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>.

PLAGIARISM AND CHEATING ARE SERIOUS SCHOLASTIC OFFENCES

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

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.

Additional Information:

Support Services

The web site for Registrarial Service at King's University College is www.uwo.ca/kings, and Counselling and Student Development Services are linked from <http://www.uwo.ca/kings/current/index.html>.

Tests/Examinations

Students are responsible for seeking accommodation with appropriate documentation, **prior** to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances.

Faculty Office Hours: Faculty office hours can be found on the King's website at: http://www.uwo.ca/kings/academic_programs/faculty_hours/faculty_office_hours_current.pdf, and are also posted on the bulletin board across from the Faculty Secretaries' Office on the 2nd floor of Dante Lenardon Hall.

Unless otherwise noted by your Professor, the following policy is in effect:

Use of Electronic Devices:

You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

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 at [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 supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

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

MentalHealth@Western 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.