



THANAT 1025A (670)
Introduction to Thanatology
Fall/Winter 2026 - 2027

Instructor: L. McLean
Email: lmclea43@uwo.ca

Course Information

Calendar Description: An interdisciplinary overview of major themes and attitudes regarding death, loss, grief, and bereavement. Topics include the Death System, personal death awareness, ethical issues, end of life care, supporting grieving individuals, funeral practices, and cultural issues in the field.

Antirequisite(s): The former Thanatology 2200.

Prerequisite(s): None.

Extra Information: 3 lecture hours.

Course Weight: 0.5

Breadth: CATEGORY A

Subject Code: THANAT

Mode of Instruction: Online, asynchronous

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.



Thanatology 1025A/670
Introduction to Thanatology
Fall 2026
ONLINE

Instructor: Dr. Lisa McLean (she/her)

Email: lmclea43@uwo.ca

Office Hours: Monday 11am-12pm (Zoom link in OWL) or by appointment

Class Time & Location: Online

The course begins on **Tuesday, September 9** and continues until **Monday, November 30**, honouring all important dates derived from university approved guidelines and academic policies.

Course Description

This introductory course will provide an overview of foundational topics in the field of Thanatology, including attitudes about death, historical and sociological perspectives on death and dying, hospice/palliative care, bereavement and grief, supporting bereaved individuals, and funerals and funeral planning.

Mode of Instruction

This is a fully online course (670) that will use King's learning platform, OWL Brightspace, and other educational resources based on the needs of the course. This class is designed to be **asynchronous**, meaning that we will not have a regular, mandatory time when the entire class must be online. However, there may be some **synchronous** activities that you will sign up for based on your own schedule, including office hours, optional live lectures, or class discussion sessions.

Course Learning Outcomes

- 1) To identify and discuss foundational topics in Thanatology.
- 2) To describe the historical and sociological influences on current thinking about death, grief, and loss.
- 3) To identify the basic principles, practices and contexts of palliative and hospice care.
- 4) To articulate current theoretical perspectives in grief and bereavement.
- 5) To provide examples of effective support to people who are dying and/or bereaved.
- 6) To examine the purpose and role of funerals in the contemporary world.

Course Materials

Textbook

- 1) Northcott, H. C., and Wilson, D. (2022). *Dying and Death in Canada*. 4th Edition. University of Toronto Press.
 - The textbook is available for purchase through the [UWO Bookstore](#) (\$54.05).
 - You can also access the text online for free through the Course Readings tab in OWL (provided by King's Library). You are able to download the entire text for free.
 - You are recommended to purchase this version or access it through the Library. Previous editions of this text differ substantially from this version and are not recommended.
- 2) Additional assigned online readings available through OWL (free).

Other Learning Materials

As a fully online course, you must have access to the following materials:

- Stable internet connection
- Computer with working microphone and webcam

Course Requirements and Evaluation of Grades

Participation	20%
Midterm Exam	25%
Public Thanatology Essay	25%
Final Exam	30%

- **Please note that Friday Make-Up exams may only be written with instructor's consent.**
- **As of September 1, 2026, students will incur a fee of \$45.00 per make-up assessment booked with the Exam Office.**
- **As of September 1, 2026, for any Special Exams booked outside of the designated special exam days, students will incur a fee of \$75.00. The designated Special Exam Days for 2026-27 are January 8 and 9, 2027, and May 7 and May 12, 2027.**

Participation (20%)

Participation is critical for maximizing learning experiences in any distance education course. For this course, students will be expected to complete weekly readings quizzes and reflections. Readings quizzes will be available in OWL Brightspace and are open book. You are encouraged to refer to readings and provide personal reflections when requested in order to complete the assignment. The quizzes will be graded on the basis of a best of 8 out of 11 (ie. your participation mark will be based on the results of your 8 best quizzes out of a possible 11 chances). Each quiz is due by the following **Sunday at 11:59pm** after the week's content was posted. For example, our first lecture will be posted on Tuesday, September 9. You will have until Sunday, September 13, 11:59pm to complete the reading quiz. Further grading details will be provided in OWL.

No extensions will be provided for readings quizzes as you have 1 week to complete each quiz and only your best 8 quizzes will count toward your participation mark. Access to the quiz will close each week on Sunday at 11:59pm.

Online Midterm Exam (25%) due Wednesday, October 21.

Your midterm exam will be offered online through OWL. The exam will be available for a **24-hour period: Wed, Oct 21, 9:00am – Thurs, Oct 22, 8:59am**. Once you open the exam link, you will have **1-hour** to complete your exam. The midterm exam will cover all course content that has been presented up to the date of the exam, including readings, lecture videos, and online discussions. The mid-term will consist of multiple-choice and short answer questions.

***Formal supporting documentation is required for academic consideration for this assessment. If a student receives academic consideration, they will be required to write a makeup exam on Wednesday, October 28.**

Public Thanatology Essay (25%) due Monday, November 23, 11:59pm

This experiential assignment requires you to 'find death in your immediate environment' (Joralemon, 2016, p. 109) and apply what you've learned in class to analyze the significance of public and private memorials in your community. The assignment is intended to be both participatory (you will go out in search of memorials in your community) and scholarly (you will connect your observations with what we are learning in class and in the textbook). Please review the assignment instructions for more information. Your completed essay will be uploaded to the Assignments tab in OWL.

Final Exam (30%) scheduled during the exam period (Dec 11-22)

The final exam will be scheduled during the exam period in December. This exam will cover material presented from the midterm exam forward. It is not cumulative. The date and time of the exam will be posted as soon as it is released. The exam will consist of multiple-choice and short answer questions.

This exam will use [Proctortrack](#) software to maintain academic integrity for the final exam. Prior to the final exam, you will need to download Proctortrack software to the computer that you will be using for the exam. Please review the [technical requirements](#) and [instructions](#) necessary for the exam and ensure that you have a quiet, private place to complete the exam.

Bonus Marks (2%)

During this course, we will be practicing the basics of scholarly writing, which will help prepare you for your academic career and writing intensive courses in Thanatology. All students who book and attend an appointment with The Write Place for feedback on a written assignment will receive a 2% bonus mark, which will be applied to your final grade. You are responsible for emailing me a confirmation of your appointment in order to receive bonus marks. For more information on The Write Place and for making an appointment, please visit: <https://kings.mywconline.com/>

OR

Attend one of the following campus events exploring themes related to death, grief, and loss and write a 1-page single-spaced reflection about what you learned at the event and how it relates to the course.

- September 24, 5:30-7pm, Kenny Theatre. **Tanya Talaga, ‘Can Canada Move Towards Reconciliation?’**
- October 6, 9am-noon; 1-4pm, **No Barriers Here Advance Care Planning Workshop**. (see OWL for more details)
- October 20, 5:30, **Community Death Care Panel – Doing Death Care Differently**. (see OWL for more details)
- November 4, 10am-4pm, Kenny Theatre. **From Freud to Neuroscience: How We Understand Loss and Grief Conference**. You can write your reflection on 1 presentation or panel, you don’t need to attend the whole day.

Grade Descriptors

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

Important Information

Late Submissions/Extensions/Missed Exams

Students must endeavor to submit assignments by the due date listed in the Syllabus and OWL. All the **Public Thanatology Essay** will be subject to a **3-day grace period**. Students may submit the essay up to 3 days after the listed due date without penalty. Assignments submitted after the grace period will be **penalized at a rate of 2% per day**. If you cannot submit an assignment within the 3-day grace period, you must seek academic consideration from the Academic Dean’s Office (see the policy section). An extension will be provided for approved academic consideration for the essay assignment.

Absences from mid-term or final examinations will follow the policy described in Appendix A.

Participation and Communication Policy

Your active participation is key for building an engaging online learning community and to ensure that you get as much out of the course as possible. Typical weeks include assigned readings, a recorded lecture, and participation in discussion forums. Course information including the syllabus, assignment instructions, and additional details about how to be successful in the course can be found on the course OWL site.

Throughout the course you are expected to interact regularly with other students, and with me, as your instructor. The course is designed to structure and guide self-paced elements as well as offer interactive opportunities for community learning via the discussion board. Each student brings their own knowledge, experience, and interests to our learning community, to amplify learning for everyone, we build on this prior knowledge through engagement with our course material (readings, discussions, lessons, etc).

A Note on Workload

Students should expect to spend approximately **6-8 hours** each week completing the readings, watching the lecture, participating in the discussion board, and completing graded and ungraded assignments. **Every Monday morning**, a new recorded lecture will be posted. **You are expected to complete all course readings as early as possible each week to ensure that you can complete the weekly readings quiz.** All learning modules will remain open once posted so you can go back and review content from previous weeks. *No attempt will be made to cover all the assigned readings during the lecture. Students are responsible for reading and understanding the assigned portions of the textbook and additional readings, even if this material is not covered in the class lectures.*

Office Hours and Contacting the Instructor

I have set office hours each week for drop in and will be available for meetings by appointment to discuss your progress, assignments, and any questions you may have. The weekly drop-in office hours will be available on a first come, first serve basis and I will only speak with one student at a time (meaning you may need to wait until it is your turn or make an appointment). If you are told to wait in the waiting room, that means I am speaking with another student and will admit you to the Zoom meeting when we are done. **The Zoom link is available in our OWL course page under the Zoom tab (left hand menu).**

To contact me, email lmclea43@uwo.ca and **include the course name** and number in the subject line. I will try to respond within 48 hours, Monday to Friday, 9am to 5pm.

Boundaries & Confidentiality

Introduction to Thanatology is an academic, university-level course. Students should note that the themes and personal sharing required for integration of the subject matter in this course may reawaken their personal grief process and feelings of vulnerability. While this course will be made richer by the sharing of personal narratives, it is NOT the purpose of this forum to resolve emotions related to student life losses and experiences. If you have experienced a recent bereavement or other significant loss, you might consider not taking THAN 1025 at this time. Please see the instructor privately if you have any questions or concerns about the topics covered in this course. When required, students should seek professional support. Your instructor can provide more information about support available through King's.

While the course may contribute to the student's personal growth, grades will be assigned on the basis of academic achievement and mastery over the material covered. All participants are expected to complete the course requirements to a high standard in order to receive credit. While there may be opportunities to present personal experiences and feelings to the class, appropriate limits to self-disclosure or to the time allotted to individuals will be upheld when personal narratives are shared. All participants must agree to treat one another with respect and hold each other's contributions as **strictly confidential**.

Classes and Readings

Classes may include lectures, films, case study discussion, interactive exercises, etc. and will include material not contained in the text. Supplementary reading material may be assigned and posted on OWL. *No attempt will be made to cover all the assigned readings in class time. Students are responsible for reading and understanding the assigned portions of the textbook and additional readings, even if this material is not covered in the class lectures.*

Intellectual Property Statement

Recording of lectures or tutorials without the explicit consent of the Professor or TA is grounds for academic discipline. Course content created by a faculty member is considered the faculty member's intellectual property; distribution of this material outside of the course (shared online or in any public domain, sold by a student or other third party without prior written consent of the faculty member) is explicitly forbidden and is grounds for academic discipline.

Academic Integrity, Plagiarism and AI Policy

King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, 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.

Within this course, use of generative artificial intelligence (AI) tools (such as Chat GPT, Claude, Gemini, co-pilot, Grammarly) is not permitted to generate ideas or written content (not including spelling/grammar check) for work submitted for evaluation. Unauthorized use of AI will be subject to academic discipline. If you are unsure of the policy surrounding AI use in this class, please consult with your instructor.

Reasons for this policy include*:

- This course is intended to provide an overview of Thanatological theory and concepts as well as opportunities to integrate these ideas and practice scholarly writing. If you are not engaging with the class, including the assignments, you are not learning.
- AI raises a number of questions regarding academic integrity, ethics, and plagiarism. These questions include whether work submitted using AI can be considered 'your' own work, and AI firms' use of [uncredited and uncompensated materials](#) from writers, journalists, and artists.
- Work produced with AI often contains errors and fabrications, while also reproducing and reinforcing negative stereotypes and bias.
- There have been serious questions raised about the [environmental impacts of AI](#) databases and [labour exploitation](#) on the part of their parent companies among a plethora of other ethical concerns.

These issues represent just some of ethical dilemmas that have been posed by the introduction of AI in academic spaces as well as the business practices of AI companies. For these reasons, the use of AI, including ChatGPT and similar generative AI tools, is **not permitted** in this course.

*Adapted with permission from [Olivia Stowell](#), @oliviastowell on X, June 16, 2024.

Plagiarism involves the unacknowledged use of others' words and ideas. Whenever you use another person's ideas or words, you must cite your source according to APA guidelines (**APA Manual, 7th Edition**). Plagiarism is a major offense and is taken seriously by the instructor and the College. All papers will be subject to submission for textual similarity review to the commercial plagiarism detection software (Turnitin) under license to the University. 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.

The penalties for a student guilty of a scholastic offense range from refusal of a passing grade on the assignment, refusal of a passing grade in the course, suspension from the university to expulsion from the university. **Plagiarism is a major academic offence.** Please refer to Western's scholastic discipline policy, which can be found [here](#).

Assignment Style Guide

All graded assignments should be written using APA 7th Edition. Students should make use of these guidelines provided by King's University College with regards to style: [APA 7th Ed. Quick Guide](#).

Drop Date

The final date to drop a half course without academic penalty is **November 30, 2026**.

Our commitment to each other:

We will each be responsible for our own learning progress and for contributing to the growth of our learning community through participation in all course activities and assessments, including the discussion board. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to the class. Welcome to **Introduction to Thanatology!**

Course Schedule

September 9 Week 1 — What is Thanatology?

Readings: 1) Northcott and Wilson. Preface & Chapter 2

September 14 Week 2 — Death and Canadian Social Institutions

- 1) Northcott and Wilson. Chapter 3
- 2) Northcott and Wilson. Chapter 1 pp. 18-26. (Only part of the chapter is assigned).
- 3) Radiolab. 2024. Death Interrupted. 24:05 minutes. [podcast]

<https://www.youtube.com/watch?v=FtEZzvVsnPU>

Supplementary: 'Death Interrupted' with author Dr. Blair Bigham. YouTube.

<https://www.youtube.com/watch?v=UiUbpMZisFM>

September 21 Week 3 — Culture and Thanatology

- 1) Northcott and Wilson. Chapter 4
- 2) Doughty, C. (2018). From here to eternity: Traveling the world to find the good death. Norton.
 - Colorado: Crestone (pp. 16-41).
 - Mexico: Michoacán (pp. 77-104).

September 28 Week 4 — Colonialism & Loss in Canada

- 1) Truth and Reconciliation Commission of Canada. (2015). Canada's residential schools: The history, part 1: Origins to 1939. In *The final report of the Truth and Reconciliation Commission of Canada*. McGill-Queen's University Press.
 - Statement from the Chair, Justice Murray Sinclair. (pp. vii-ix)
 - Introduction. (pp. 3-6)
- 2) Joseph, B. (2018). *21 things you may not know about the Indian Act: Helping Canadians make reconciliation with Indigenous Peoples a reality*. Indigenous Relations Press.
 - Introduction & The Indian Act (pp. 3-12)
 - Points 10-15 (pp. 47-70)

Recommended: Appendix 2: Indian Residential Schools: A Chronology and Appendix 3: Truth and Reconciliation Commission of Canada: Calls to Action.

October 5 Week 5 — Individual Perspectives on Dying and Death

- Readings: 1) Northcott and Wilson, Chapter 5
- 2) Cadell, S. (2020), April 20). Grief in the time of COVID-19. *Medium*.
<https://medium.com/@scadell/grief-in-the-time-of-covid-19-8d414307e17d>

October 10-18 READING WEEK

Week 6 **Online Mid-Term Exam**

Wednesday, October 21: Online Midterm Exam will be available for a 24-hour period (Wednesday, 9am to Thursday, 8:59am) through OWL. **You only have 1-hour to complete the exam once you open the exam link.**

- **No lecture, participation, or readings this week.**

October 26 Week 7— Models of Grief and Survivor Perspectives

- 1) Northcott and Wilson, Chapter 6

November 2 Week 8— Funerals, Cemeteries, and Memorial Practices

- 1) Waugh, E. (2017). Funeral Practices in Canada. *The Canadian Encyclopedia*.
<https://www.thecanadianencyclopedia.ca/en/article/funeral-practices>
- 2) Hoy, W.G. (2021). *Do funerals matter? The purposes and practices of death rituals in global perspective*. Routledge.
 - a. Chapter 2: More treasured than words: The anchor of significant symbols. pp. 24-46.
- 3) Explore the Woodland Cemetery History Blog:
 - a. (2017). Victorian Monument Symbolism: Expressions Carved in Stone.
<https://woodlandcemeteryhistory.wordpress.com/2017/06/01/victorian-monument-symbolism-expressions-carved-in-stone/> **OR**
 - b. (2021). Cemetery Styles Mini Series: Part 1.
<https://woodlandcemeteryhistory.wordpress.com/2021/01/11/cemetery-styles-mini-series-part-1/>

November 9 Week 9— Memory, Memorialization, and Social Change

- 1) Joralemon, D. (2011). *Mortal dilemmas: The troubled landscape of death in America*. Routledge.
 - Chapter 7: Remember (pp. 109-122)
- 2) Barraclough, L., & McLean, L. (2026). Grief activism: Climate grief and youth-led activism. In *Handbook of social justice in loss and grief*, (Eds. D. Harris, T. Bordere, & L. McLean). pp. 245-252.

November 16 Week 10— Nondeath Loss and Grief

Public Thanatology Essay due Monday, November 16, 11:59pm.

- 1) Harris, D. (2021). Living losses: Nonfinite loss, ambiguous loss, and chronic sorrow. In D. Harris & H. Winokuer (Eds.), *Principles and practice of grief counselling*. (3rd Ed.; pp. 121-137). Springer.
- 2) Davies, E., Kassiotis, E., & Quinn, K. (2019). Supporting the Families of Missing People: More than an Investigation. In D. Harris (Ed.), *Non-death loss and grief: Context and clinical implications* (pp. 128-138). Routledge

November 23 Week 11— Grieving Pets and Non-human Animals

- 1) Spain, B., O'Dwyer, L., & Moston, S. (2019). Pet loss: Understanding disenfranchised grief, memorial use, and posttraumatic growth, *Anthrozoös*, 32(4), 555-568. DOI: 10.1080/08927936.2019.1621545
- 2) Meyers, B. (2002). Disenfranchised grief and the loss of an animal companion. In K. J. Doka (Ed.), *Disenfranchised grief: New directions, challenges, and strategies for practice* (251-264). Research Press.

November 30 Week 12— Popular Culture and Death

Final withdrawal deadline: November 30

- 1) Penfold-Mounce, R. (2018). *Death, the dead and popular culture*. Emerald Publishing Limited.
 - Chapter 2. Posthumous Careers of Celebrities (pp. 9-39)
- 2) Haley, E. (n/d). Death in Disney Movies: Making the Most of Teachable Movie Moments. *What's Your Grief?* <https://whatsyourgrief.com/death-in-disney-movies/>

The **final exam** will take place during the exam period (Dec 11-22). Date TBD

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 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 cellphone, 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.