



WRITING 1032F (571)
Introduction to Writing for Childhood and Youth Studies
Fall/Winter 2026 - 2027

Instructor: Dr. Ryan Shuvera
Email: rshuvera@uwo.ca

Course Information

Calendar Description: This course invites students to practice the academic and cultural literacies, from critical thinking to the construction of theses, to revision, editing, and citation, needed for effective communication in the field of Childhood and Youth Studies.

Antirequisite(s): [Writing 0002F/G](#), [Writing 1002F/G](#), [Writing 1020F/G](#), [Writing 1021F/G](#), [Writing 1022F/G](#), [Writing 1025F/G](#), [Writing 1030F/G](#), [Writing 1031F/G](#), [Writing 2230F/G](#).

Prerequisite(s): None.

Extra Information: 3 hours.

Course Weight: 0.5

Breadth: CATEGORY B

Subject Code: WRITING

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to 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.

King's University College at Western University
Department of English, French, and Writing
Writing 1032F: Introduction to Writing for CYS (Section 571)
In person course, Fall 2026

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

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

Course duration: Sept. 9 – Dec. 9, 2026

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

Course description

Welcome to Writing 1032F, an introduction to fundamental writing techniques and conventions required for success in the field of Childhood and Youth Studies. This course helps students build the academic and cultural literacy skills needed for effective communication in Childhood and Youth Studies including critical thinking, constructing theses, revising, and editing your work, and correctly citing sources.

Commitment to Truth and Reconciliation

How we understand where we are and what we do is vital to our education process. We should strive to contextualize our learning environment and our place within it. Individually, these discussions will shift depending on who we are and where we come from, but it is important to understand our responsibilities to those whose land we live on.

London is situated on the land of the Anishinaabek, Haudenosaunee, Lunaapewak, and Chonnoton peoples and has long-standing relationships with three First Nations communities including the Chippewas of the Thames First Nation, the Oneida Nation of the Thames, and the Munsee Delaware Nation. This territorial and community acknowledgement is included as part of a commitment to respect the land and sovereignty of these nations and peoples, including the ways they know and understand the world.

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

Writing 1032 will help students develop the academic writing skills required to participate actively and effectively in Childhood and Youth Studies. More broadly, this course introduces students to the foundational academic practices, goals, and discourse specific to Children and

Youth Studies as a discipline and prepares them to engage thoughtfully and critically in the field. After taking this course, students should be able to demonstrate:

1. basic practical and critical awareness of Childhood and Youth Studies as a *discourse community* (how CYS students and experts do research and communicate their knowledge and ideas);
2. the ability to effectively read, process and apply ideas and information from scholarly articles in your field;
3. a basic understanding of the terminologies, writing process, research, thesis/hypothesis, evidence and argumentation methods, citation/documentation, etc., specific to the field of CYS;
4. the ability to conduct research, assess and use relevant sources, find research gaps, and synthesize material from various sources;
5. competence in various rhetorical strategies or techniques of writing in their discipline such as rhetorical analysis; paraphrase, quotation, and citation; accepted methods for structuring or framing an argument; writing a thesis statement or a hypothesis; and essay organization;
6. understanding of a diverse range of childhood discourses and ways of knowing;
7. Learning the importance of decolonizing education and childhood(s) discourses;
8. critical engagement with cultural literacy skills and strategies specific to CYS; and
9. skills in oral presentation.

What readings will you do? Where will you find them?

Your readings are uploaded onto your course OWL site. Find the “Readings” tool in the left-hand menu. There is no other textbook for this course.

Accessibility at King’s

You are welcome to meet me to discuss any specific concerns or requests you may have. For information on accessible routes, temporary service disruptions, feedback about the accessibility of services, and policies related to service animals, support persons, and assistive devices, please visit the King’s Accessibility Website: <https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Information about Support Services: Information about Accessibility, Counselling and Student Development (formerly Services for Students with Disabilities) at King’s is available through the King’s intranet.

For emotional/mental health assistance see: <https://mykings.ca/intranet/app/#/student-supports-and-services/student-well-being>

Personal Counselling: <https://mykings.ca/intranet/app/#/student-supports-and-services/personal-counselling>

The website for Academic Services at King's University College is:

<https://mykings.ca/intranet/app/#/planning-ahead/career-services/career-counselling>

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

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

2SLGBTQIA+ Student Resources

- [2SLGTQIA+ Career Resources \(King's\) \(including preferred name change request form\): https://mykings.ca/intranet/app/#/student-supports-and-services/support-for-diverse-student-communities/2slgbtqia-student-community](https://mykings.ca/intranet/app/#/student-supports-and-services/support-for-diverse-student-communities/2slgbtqia-student-community)
- [The Pride Library at Western: https://www.uwo.ca/pridelib/](https://www.uwo.ca/pridelib/)

BIPOC Student Resources

- [Black Student Association \(Western\): Black Students Association \(BSA\) – Clubs Spotlight](#)
- [Anti-racism working group news report: https://educationnewscanada.com/article/education/level/university/1/932231/presidents-of-king-s-and-brescia-release-report-on-campus-racial-climate.html](https://educationnewscanada.com/article/education/level/university/1/932231/presidents-of-king-s-and-brescia-release-report-on-campus-racial-climate.html)

Indigenous Student Resources

- [King's Resource Hub: https://mykings.ca/intranet/app/#/student-supports-and-services/support-for-diverse-student-communities/indigenous-student-community](https://mykings.ca/intranet/app/#/student-supports-and-services/support-for-diverse-student-communities/indigenous-student-community)
- [Indigenous Initiatives at Western https://indigenous.uwo.ca](https://indigenous.uwo.ca)
- [Indigenous Student Centre https://indigenous.uwo.ca/students/](https://indigenous.uwo.ca/students/)
- [Talk4Healing \(confidential helpline for Indigenous women\): https://www.talk4healing.com](https://www.talk4healing.com)

International Students Resources

- [King's International Office, Alumni Court 220, 519-433-3491 ext. 4623](#)
 - [Drop-in hours: Weekdays, 2:00-3:00pm; or contact](#)

- [He \(Eric\) Wang, Interim Manager, King's International -- Eric.Wang@kings.uwo.ca](mailto:Eric.Wang@kings.uwo.ca) or visit [Wemple 105](#)
- [Pascal Michelberger, International Programs Coordinator, King's International](mailto:Pascal.Michelberger@kings.uwo.ca) – Pascal.Michelberger@kings.uwo.ca or [Wemple 104](#)
- [King's Resource Hub: https://www.kings.uwo.ca/current-students/student-affairs/kings-international/](https://www.kings.uwo.ca/current-students/student-affairs/kings-international/)

How can you succeed in this course?

Writing 1032 is designed to prepare students for successful writing in Children and Youth Studies. To achieve academic writing success, students must learn to effectively navigate the wider academic conventions and expectations necessary to participate effectively in the CYS discourse community. Therefore, this course not only prepares you to write skillfully in your discipline, but it also prepares you to navigate the wider academic requirements of CYS. You will need to be actively engaged in this process and this requires full participation in all elements of the course.

Full participation in this course means you do the following things:

1. Read the Course *SYLLABUS* carefully and engage with it regularly throughout the duration of the course. The syllabus tells you what is expected of you as you read your assigned texts; interact with other students and with me; complete coursework as well as assignments; and participate in community learning, group/pair tasks, and forum discussions. Be disciplined, professional, engaged, responsible for your own learning progress, and contribute to the growth of our learning community.
2. Do your **reading. Before** you come to class, you must complete the weekly reading. When you read, you must find out word meanings, mark key ideas, and keep notes on your responses. Reading for each week should take you around one to two hours. Much of your participation mark will be based on how you integrate ideas from the readings into class discussion/forum posts. Readings can be found on the course Owl site.
3. Active and ongoing participation is required and will constitute 10% of your final grade. This is not an attendance mark. It is a mark that rewards active engagement with the readings and discussion that emerges from course content. You are expected to share and contribute in person or in Owl discussion forums.

4. In the **SYLLABUS**, pay close attention to **Your Writing 1032 Schedule**, which will tell you exactly how to complete each week's work: what to read, what to research, and what assignments are due.
5. Note the **Assessment weights and due dates** chart below, which includes assignments and forum postings. Start working on your assignments early, not at the last minute. Make sure you have time to book an online appointment with a tutor at The Write Place, the writing support centre at King's. Don't miss submission deadlines.
6. The **ANNOUNCEMENTS** tool will be used to remind you, through the course home page and other important information. Announcements will be posted on the course home page and sent to your Western email. It is especially important to check your Western email daily.

Important university dates (Add/Drop deadlines, the exam period and Study Days, etc.) are posted online, see [this page on Academic Dates and Events for Western University](#).

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

- You are expected to be professional, respectful, and kind to each other when you are interacting in and out of class. Be respectful of this course's goals, of each other's privacy, and of our diverse views and standpoints. Do not record lectures without my explicit consent.
- This course's content, created by your faculty members, and it is prohibited to distribute, share in any public domain, or sell any of it.

What assignments will you be doing?

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

AI Usage in this Course: All assignments done online **must be done by you**, following the instructions outlined on the course OWL site. Further, you are not permitted to use artificial intelligence (AI) tools such as Chat GPT in the writing process as you will be hindering your own academic development. Moreover, AI tools frequently produce incorrect, biased and sometimes prejudiced and offensive statements that will be attributed to the author. This will be treated in the same manner as if you had hired someone else to write your essay. In other words, this is a serious academic offense.

IMPORTANT: The assignments must not be the same work, or adapted work, submitted for any other course that you have taken before. Submitting the same essay or copying and pasting passages from an essay that you submitted for another course (whether in university, college,

or high school) is considered **plagiarism** (specifically, it's **self-plagiarism**). For more information on plagiarism, please see [Western University's policies on scholastic offences](#).

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

Please keep a copy of all your assignments in case a duplicate needs to be submitted.

Using the services of **The Write Place**, which is the writing help centre at King's, is strongly encouraged for all assignments in this course. Before you submit your Research paper proposal and Research paper assignments, you **must** receive feedback from The Write Place. [Make your appointment](#) early. Tell the tutor you are attending a mandatory (required) appointment. The tutor will check your name off on their class-list copy.

- **Late assignment policy:** Please reach out to me and communicate frequently if you are having trouble handing in your assignments according to the guidelines and dates set in the syllabus. You have one 48-hour extension that you can use throughout the semester, no questions asked. Please email me directly that you intend to use this before an assignment is due. This cannot be used for the final exam. Use the [Self-Reported Absence Portal](#) for medical situations if you are going to miss significant assignments or amounts of time. In any case, please stay in contact and communicate. The more you communicate, the more I can help. If you are uncomfortable disclosing potential issues or reaching out to me, please reach out to an academic counsellor or the Department Head.
- **Academic Consideration for Tests/Examinations:** Students are responsible for seeking consideration as noted in the Western University Calendar:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/courseoutlines.pdf.
- **Self-Reporting-Absence Portal:**
<https://student.mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>
- **IMPORTANT:** The assignments must not be the same work, or adapted work, submitted for any other course that you have taken before. Submitting the same essay or copying

and pasting passages from an essay that you submitted for another course (whether in university, college, or high school) is considered plagiarism (specifically, it's self-plagiarism).

Assessment weights and due dates (Summary)

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

Assessment (questions will be on OWL)	Weight	Due date/time
Assignment 1: Reading assignment	10%	Sept. 28
Assignment 2: Critical review (600-750 words)	10%	Oct. 25
Assignment 3: Research paper proposal and research log (600-750 words)	15%	Nov. 16
Assignment 4: Research paper (1000-1200 words)	20%	Dec. 7
Assignment 5: 2–3-minute poster presentation of research paper	5%	Dec. 7 (Poster can be purchased at dollar store. Standard 22" by 28" approximately).
Participation	10%	Ongoing. Includes attendance, participation in class discussions, group activities, freewriting activities, writing conferences etc.
Final Exam	30%	TBA
	100%	

Your Writing 1032 Schedule: Reading, Lessons, and Writing

(look in OWL/READINGS.)

WEEK NUMBER and CLASS DATE	READINGS Go to the READINGS tool	LESSONS	WRITING/PRESENTING Go to the ASSIGNMENTS, FORUMS
Week 1 Sept. 14	- Course outline - Purdue Online Writing Lab, Writing is discipline specific. (see video and transcript)	- Introduction to the course - Writing for Children and Youth Studies discourse community	Assignment 1: Reading Assignment (10%); due Sept. 28.

	and transcript on the webpage). • Melzer, D. “Understanding Discourse Communities.”	• Introduction to positionality and intersectionality	
Week 2 Sept. 21	• Gee, J.P. “Introduction to Discourse Analysis: Theory and Method,” p. 1-8.	• Discourse community (critical approaches to writers and discourse communities) • Understanding childhood discourses	• Assignment 1: Reading assignment (10%, see ASSIGNMENTS tool for instructions; due Sept. 28, 11:55 PM on ASSIGNMENTS)
Week 3 Sept. 28	• Ryan, P. Discursive Tensions on the Landscape of Modern Childhood” • Purdue Online Writing Lab page on Questions for genre analysis. • Read “Truth and Reconciliation Calls to Action for Child Welfare and Education.”	• Critical reading and positionality • Discourses of childhood • Genre: Writing for a particular audience (discourse community); tone, purpose, form	
Week 4 Oct. 5	• Read critical review guide in OWL “resources.” • Read Sample annotated critical review • Varley, A. “You Don’t Just Get Over What Happened to You: Story Sharing, Reconciliation, and Grandma’s Journey Through the Child Welfare System”	• Critical review as genre • Writing a critical review • Challenging settler colonial childhood discourse	• Assignment 2: Critical review (10%; 600-750 words; see ASSIGNMENTS tool for instructions; due Oct. 25, 11:55 PM on ASSIGNMENTS)

	• Content Warning – References to Settler-colonial violence		
OCT 10-18 READING WEEK: NO CLASS			
Week 5 Oct. 19	• Curran, T. & Runswick-Cole, K. “Disabled children’s childhood studies: a distinct approach?” • Content Warning – References to ableism • Go to the “Citation Resources” folder on OWL Resources, and browse the resources in Chicago style	• Engaging with diverse childhood discourses – Children with disabilities • Chicago citation and its logic (transferring skills to other courses, sharing knowledge) • Using Purdue OWL for creating in-text and bibliographical citations	Assignment 2: Critical review (10%; 600-750 words; see ASSIGNMENTS tool for instructions; due Oct. 25, 11:55 PM on ASSIGNMENTS)
Week 6 Oct. 26	• Epstein, Blake & Gonzalez. “Girlhood Interrupted: The Erasure of Black Girls’ Childhood” • Monash University’s page on Brainstorming and mind mapping (click on “What does mind mapping look like” for a video resource) • University of Regina Archer Library page on Resources for writing strategies: look at the PDFs for <i>Developing a working thesis</i> and <i>Starting techniques</i>	• Engaging with diverse childhood discourses – Black childhoods • Incorporating sources into paragraphs and writing strong paragraphs • Invention drafting practices (ex. prewriting, mapping, outlining, visual organizers, digital tools)	• Assignment 3: Research paper proposal and Research Log (15%; 600-750 words. See ASSIGNMENTS tool for instructions; due Nov. 16. Book your WRITE PLACE appointment for your Research paper proposal this week

	University of Regina Archer Library page on Creating graphic notes		
Week 7 Nov. 2	- View Autumn Peltier U.N. Address video and read Maclean's interview - Thunberg's speech to the U.N. UCLA - Undergraduate Writing Centre page on Writing research proposals Michigan State University's page and video resource on Undergraduate Research – poster presentations	- Children's ecological discourses - Establishing an argument in the field of Childhood and Youth Studies - Children's ecological discourses - Effective body paragraph writing	Assignment 3: Research paper proposal and research log (15%; 600-750 words; see ASSIGNMENTS tool for instructions; due Nov. 16, 11:55 PM on ASSIGNMENTS) - Book your WRITE PLACE appointment for your Research paper proposal this week
Week 8 Nov. 9	- Smith. "Challenging Islamophobia in Canada: non-Muslim social workers as allies with the Muslim community" Content Warning – References to Islamophobia	- Engaging with diverse childhood discourses – Muslim youth. - Incorporating sources into paragraphs and writing strong paragraphs	GET WRITE PLACE FEEDBACK before you submit Assignment 3: Research paper proposal
Week 9 Nov. 16	Martino, Kassen & Omarcajic. "Supporting Transgender Students in Schools: Beyond and	Engaging with diverse childhood discourses – Trans youth	Assignment 3: Research paper proposal and research log Due

	Individualist Approach to Trans Inclusion in the Education System” • Content Warning – References to transphobia	• Revision and editing	by Nov. 16, 11:55pm on OWL.
Week 10 Nov. 23	• Writing Conferences	• Workshopping our paper and presentation plans and providing some peer feedback	• Book your WRITE PLACE appointment before your Assignment 4: Research paper
Week 11 Nov. 30	• Class Review • Exam Preparation	• Prepare a review question for the class	• GET WRITE PLACE FEEDBACK before you submit Assignment 4: Research paper
Week 12 Dec. 7	• Complete Student Questionnaire on Courses and Teaching (SQCT) for this course	• Research Presentations	• GET WRITE PLACE FEEDBACK before you submit Assignment 4 and 5: Research paper and presentation • Assignment 4 and 5: Research paper and presentation (20%; 1000–1200 words; 5% 2-3 mins. Due Dec. 7, 11:55 PM on ASSIGNMENTS)

**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.