



WRITING 2208F (670)
Teaching Writing
Fall/Winter 2026 - 2027

Instructor: Dr. Vidya Natarajan.
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Course Information

Calendar Description: This course will provide the theoretical background and the practical experience students need to be effective writing teachers and more knowledgeable writers. Class study of composition theory and pedagogy will be complemented by a supervised teaching practicum.

Antirequisite(s): None.

Prerequisite(s): At least 65% in one of [Writing 1020F/G](#), [Writing 1022F/G](#), [Writing 2101F/G](#), [Writing 2111F/G](#) or [Writing 2131F/G](#), or permission of the program.

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 2208F: Teaching Writing Section 670 Fall 2026

Welcome to Writing 2208!

Contents

Land acknowledgement	2
Basic course information.....	3
Calendar course description	3
What textbooks do you need? Where will you find them?	3
What will you get from this course? Writing 2208 Learning Outcomes.....	4
What technology do you need?	5
What is the accessibility policy in this course?.....	5
What expectations for ethics, kindness, and honesty govern our in-class and online interactions?.....	6
How can you succeed in this course?	6
What assignments will you be doing?.....	8
Assessment weights and due dates (Summary).....	8
What happens if you submit an assignment after the due date?	9
Your Writing 2208 Weekly Schedule: Reading, Lectures, and Writing	9
Where can you access academic advice, personal support, or help with a complaint?.....	12

Land acknowledgement

Acknowledging that King's is on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum, we

commit to advancing reconciliation. We hope to build relationships with, and respect for the knowledges of, the diverse Indigenous Peoples who are stewards of the land and contributors to our learning. We acknowledge how precious these lands and waters are, and how precious the creatures that live upon them.

Basic course information

Instructor	Dr. Vidya Natarajan (she/her)
E-mail	snatara@uwo.ca
Course delivery	Online asynchronous with a few synchronous Zoom meetings
Office hours	On Zoom: Tuesdays 12:30 to 1:30 PM (link on Brightspace) or by appointment.
Course duration	Sept 09 to Dec 09, 2026
Hours of coursework per week	6-7 hours (including reading, lectures, writing, and online presence)
Course URL (OWL Brightspace)	https://westernu.brightspace.com/d2l/home/201577

This course includes an active learning practicum which will take place virtually.

Calendar course description

This course will provide the theoretical background and the practical experience students need to be effective writing teachers and more knowledgeable writers. Class study of composition theory and pedagogy will be complemented by a supervised teaching practicum.

What textbooks do you need? Where will you find them?

Mandatory readings/videos and additional readings/videos

Almost all readings for the course are available online through the Cardinal Carter Library's web catalogue or are Open Access resources. Most of the mandatory and additional course readings will be uploaded to the COURSE READINGS tab on OWL Brightspace. They will also be linked to the week-by-week OWL pages.

The weekly reading list on each week's **Course Content** page will also contain **additional readings and videos** that are optional for class, but useful for your assignments, or for pursuing your interest in a particular approach to teaching writing.

Please go to the **Course Schedule on page 8** for the list of readings. You should also get familiar with the **Writing 1002F/670 course outline**, since that is the course for which you will be a teaching assistant.

What will you get from this course? Writing 2208 Learning Outcomes

The course invites you to understand and critically explore ideas in the field of teaching writing, and to see how some of those ideas play out in Year 1 Writing instruction, delivered using an anti-oppressive approach. Writing 2208 does not deliver a comprehensive formula for teaching writing; instead, in this course, you will

- be introduced to some key moments in the disciplinary history of writing at the post-secondary level in North America;
- learn about past and current approaches to the teaching of writing, and reflect critically on pedagogic concepts as well as on their political and ethical implications in social context;
- observe, and participate as an Undergraduate Teaching Assistant (UTA) in, the delivery of Year 1 Writing instruction;
- experience how theoretical frameworks for writing pedagogy influence and are influenced by classroom practice;
- examine approaches to one-on-one writing instruction or conferencing;
- critically explore strategies for evaluating writing, and undertake assignment evaluation;
- design an item of writing curriculum to support university student writing, grounded in a philosophy of teaching writing or one or more specific pedagogic approaches, deliver it to your classmates, and reflect on it;
- use your own writing to explore ideas, engage in self-reflection, explain processes, transmit instruction, and conduct research.

In addition to the above outcomes, I hope you will also develop a sense of intellectual and emotional belonging—in this classroom, in a community of learners, in the world of academics—and a sense of how your identity informs and enriches your writing.

What technology do you need?

Writing 2208 (670) is offered via Brightspace. The Brightspace learning platform, supported and maintained by Western Technology Services (WTS), requires the latest version of accepted web browsers such as Firefox or Google Chrome.

[OWL Brightspace Getting Started](#) and [Navigating OWL Brightspace](#) are good places to get started, if you are not familiar with the platform. If you are having difficulties, you can access technical help by creating a work ticket on [the OWL Brightspace Help](#) page. If you have accessibility questions, you can find information on [Accessibility Support](#), or contact Brightspace Help (see above). **Please do let me know if you are unable to access materials for personal reasons, if you need course materials in a different format, or if I can improve the course's accessibility for you or for the whole class in any specific way.**

To take this course, you will also need:

- A stable high-speed internet connection
- A webcam with a microphone
- A quiet space to take part in occasional synchronous learning (the curriculum presentation, office hours, mentoring students).

What is the accessibility policy in this course?

- This course attempts to apply universal design principles and multimodal delivery, but I recognize that enhancing access is always work-in-progress.
- Ensuring full access to the course resources and learning is important to me. You are very welcome to email me to explain or discuss any specific needs you may have; I will do my best to understand and work with you to minimize any barriers to inclusion that you have encountered, including barriers related to disability, race, gender identity, sexual orientation, or language.

- Accommodations for course delivery are your right; if you need any, please follow the guidance on the King's Accessibility page: <https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>. If you need accommodations, but you do not have formal accommodations from King's Accessibility and Counselling Office, please contact me.

What expectations for ethics, kindness, and honesty govern our in-class and online interactions?

- I bring an anti-oppressive lens to all my teaching. As such, my lectures and resources will reflect an interest in equity and inclusion. You are not required to adopt a similar stance, since academic disagreement is often a source of original, complex, and critical thinking. In other words, I have no problem with a position different from mine, so feel free to express what you really think.
- Whether we agree or disagree with each other, we are all expected to be professional, respectful, and kind when we are interacting in class or online. Going beyond mere professionalism, I hope you will work with me to build an equitable and inclusive classroom and tutoring community that honours each person's identity (including their pronouns) and self-expression.
- I will give each of you my very best, engaging with you with all my attention, mentoring and guiding you if asked, and responding to your needs as and when you bring them to my attention. Whether you need an extension because you want to attend Ceremony, or are finding it hard to access a resource, or are facing financial exigencies, or need to debrief after a difficult interaction, I will listen to you with respect and care. So please stay in touch.
- This course's content, created by faculty members at King's, should not be distributed, shared in any public domain, or sold without the prior written consent of the faculty members.
- **Please pay attention to the course's policies on plagiarism and generative AI use, outlined below.**

How can you succeed in this course?

- Get familiar with your course Brightspace site. Open the menu tabs and explore each feature and read instructions. If you need help, visit this [Self-Guided Brightspace Training](#) page.
- Do **stay in touch** with me. Make a Zoom appointment with me via email if you have questions about this syllabus or about any course component, or wish to discuss your ideas or assignments. My email: snatara@uwo.ca.
- Read this **course syllabus** carefully to get an overview of what is expected of you by way of reading, lectures, and writing.
- The week-by-week **Course Content** pages will tell you exactly how to complete each week's work: what to read, what to research, what lecture topics will be discussed, and what assignments are due. Please **complete one unit per week**, per the **Course Schedule** below except in the week where you will meet your assigned writing mentee. If I feel that you are not keeping up with the required weekly work, I will ask you what is going on. I will do my best to work with you on any problems you are facing, but the responsibility for staying on track with the weekly tasks is ultimately yours.
- Please do your weekly **course readings** before you open the Voicethread lectures. Read actively, deeply, and critically, tracking key ideas and keeping notes on your responses. Reading for each week should take you around one to two hours, and should be reflected in your Discussion posts.
- Pay attention to the **Assignment Schedule**, which includes assignments and Discussion postings (see the Assessments/Assignments and Communications/Discussion tabs). Start working on your assignments early, not at the last minute. Don't miss submission deadlines. **Do not be tempted to use AI—I can recognize AI slop within seconds.**
- To succeed in this course, you will need to spend between **six and seven hours each week** on reading, lessons, research, and writing/posting. Some weeks may be less busy than others, but be sure to budget your time efficiently. Information on important university dates (Add/Drop deadlines, the exam period and Study Days, etc.) is available at this [Important Dates](#) link.
 - 2 hours on reading, research, and making notes
 - 1.5 hours on lectures and extra videos/readings
 - 2 hours on interaction with mentees and assignments.

Some weeks will be busier than others. Be sure to budget your time efficiently. If you need to know more about important university dates (Add/Drop deadlines, the exam period and Study Days, etc.) go to [Academic Dates and Events](#).

What assignments will you be doing?

- Written and oral tasks and assignments make up your total course mark; there is no final examination in this course. See the ASSIGNMENTS and DISCUSSIONS tools for prompts and guidance.
- All assignments **must be done by you**, following the instructions outlined on the course Brightspace site. Students often resort to [plagiarism](#) when they are under pressure, so time management is key. Shortcuts such as copy-pasting of large amounts of text, [contract cheating](#), and self-plagiarism are not only subject to [Western's Scholastic Discipline Policy](#), but they also defeat the purpose for which you take a course: learning and developing skills. If I have concerns, I will ask for the assignment to be submitted for plagiarism checking.
- You will develop important skills in critical thinking, independent inquiry, and creativity by working on your assignments. Using AI tools to do the work for you will not help you develop your own thinking, tutoring, reading, and writing skills. Moreover, AI tools also create text that can contain bias, prejudice, non-existent research sources, and errors, while being responsible for serious environmental damage and resource depletion. In this course, Generative AI tools (e.g., Microsoft Word Editor) are permitted ONLY for helping you edit your grammar and generate citations. Otherwise, **use of AI tools such as Chat GPT is not permitted for any assessments, including assignments and discussion posts. If I have concerns about any of your assignments, I will contact you about this.**
- However, you are strongly encouraged to receive feedback from **The Write Place**, which is the writing help centre at King's. [Make your appointment](#) early.
- **Please keep copies of all your assignments**; if a submitted assignment is lost, you will be asked to submit the duplicate for grading immediately.

Assessment weights and due dates (Summary)

Assessment Rough word count in brackets (+ or – 100 is fine)	Weight	Submission date	Brightspace tab for prompt and submission
Attendance at a KEATS event	2% BONUS	Any time during the course	Email me a brief report

Discussion posts (3 X 200 words) and discussion responses (3 x 200 words) Post 2 is based on feedback to a mentee	30%	Oct 5, Oct 26, Nov 30, 11.55 PM; Responses to be posted by Oct 19, Nov 2, Dec 7	Discussions
Curriculum design: presentation (12 minutes) and submission with notes (500 words)	40%	Presentations: Weeks 8 and 9; Submission due: Nov 16, 11.55 PM	Zoom
Assessment/grading practice	20%	Nov 27, 11.55 PM	Assignments
Conferencing + report (300 words)	10%	Week 11; Dec 7, 11.55 PM	Assignments
	100%		

What happens if you submit an assignment after the due date?

In general, **I strongly encourage you to stay within the deadlines.** However:

- There is some built-in flexibility (two additional days without penalty) for each submission. Please do not use this option more than twice during the term, and email me if you are using the extra time.
- if you have compassionate, religious/cultural (e.g., attendance at Ceremony), or medical grounds for late submission, please follow the procedure set out in the Appendix to this course outline titled "Course Outline Policies Statement." **Contact me within 24 hours of the missed deadline, to set up a new submission date.** If you are permitted a late submission beyond the two-day late submission period allowed on OWL, **please e-mail the assignment to me at snatara@uwo.ca.**
- Late submissions after the last day of classes can be arranged with me via an academic counsellor.

Your Writing 2208 Weekly Schedule: Reading, Lectures, and Writing

This course has **eleven units**. Each unit asks you to go through specific readings, listen to or watch online lectures, and complete none or more writing or practicum tasks. In addition, you **must attend two mandatory synchronous learning activities**. You are welcome to request additional meetings by e-mail or meet me during my office hours.

WEEK & UNIT NUMBER	READING (please pre- read/watch) All the readings are REQUIRED ;	LECTURE TOPICS	WRITING Details are in the DISCUSSIONS or ASSIGNMENTS tabs
Week 1 Sept 09	Writing 2208 Course outline	1. Introducing ourselves 2. Course syllabus and policies 3. Being an undergraduate teaching assistant (UTA)	
Week 2 Sept 14	1. Gannon, How to create a syllabus	4. Syllabus design	
Week 3 Sept 21	1. Pennington, Evolutionary trends in Writing pedagogy 2. Talaga, Tanya (Veritas Lecture, Sept 24, Kenny Theatre, 5:30–7:00 p.m. , <i>Can Canada Move Towards Reconciliation?</i> (required)	1. Brief history of writing instruction 2. Decolonizing our ideas about knowledge	
Week 4 Sept 28 (Sept. 30: National Day for Truth and Reconciliation)	1. Rodas, Anti-oppressive composition pedagogy 2. Scott, Writing the Program (RR) <i>Read at least pp. 66-70 if you can't read the whole article</i>	1. Anti-oppressive pedagogies 2. Approaches to textbooks	Discussion post 1 (5%) due on Oct 5, 11.55 PM; discussion response 1 (5%) due Oct 19, 11.59 pm

	3. Harvey, The Writing Conference		
Week 5 Oct 5	1. Johnston and Doyle, Inclusive teaching: Perspectives of students with disabilities 2. Edmands, Helping students narrow a topic (RR)	1. Approaches to lecture	Discussion post 1 due
October 10 -18: THANKSGIVING HOLIDAY and FALL READING WEEK			
Week 6 Oct 19	1. DeBlase, Discourse in the composition class 2. Black, Power and Talk	1. Approaches to one-on-one discussion and feedback 2. Practicum: Helping students with library searches and narrowing a topic	Discussion response 1 due Discussion post 2 (5%) due Oct 26, 11.55 PM; discussion response 2 (5%) due Nov 2, 11.55 PM
Week 7 Oct 26	1. Gardner, Designing Writing Assignments	1. Designing assessments 2. Practicum: one-on-one mentoring via Zoom	Discussion post 2 due
Week 8 Nov 2	1. Vanderburg, Reviewing research on teaching writing based on Vygotsky's theories	1. Scaffolding genre knowledge 2. Practicum: student presentations	Discussion response 2 due
Week 9 Nov 9	1. Kiefer et al., Commenting on student writing	1. Critical approaches to assessment and grading	Graded papers (20%) due Nov 27, 11.55 PM

		2. Practicum: student presentations	Curriculum design submission with notes (35%) due Nov 16, 11.55 PM Discussion post 3 due Nov 30, 11.55 PM; discussion response 3 due Dec 7, 11.55 PM
Week 10 Nov 16	1. Haar, Definitions and distinctions 2. Sladek, Student-centred grammar feedback (RR)	1. Teaching revision	Curriculum design submission due
Week 11 Nov 23	1. Chisholm, Introducing students to peer review	1. Scaffolding the peer review 2. SQCT (course feedback)	Graded paper due Nov 27
Week 12 Nov 30	Feedback week	1. Practicum: One-on-one conferencing with students via Zoom 2. SQCT (course feedback)	Discussion post 3 due
Week 13 Dec 7	Course wrap-up		Discussion response 3 due; Conferencing report due Dec 7, 11.55 PM

Where can you access academic advice, personal support, or help with a complaint?

- To get friendly tutoring and feedback on your writing contact [The Write Place](#)
- Access information about the library and its services here: [Cardinal Carter Library](#).

- To get academic counselling (adding and dropping courses, choosing programs, and so on) contact [Academic Advising Services](#).
- The [Accessibility, Counselling & Student Development \(ACSD\) Department](#) offers a number of services including accessibility supports, personal counselling, career counselling, and appointments with the King's Campus and Community Social Worker. Questions? Contact acsd@kings.uwo.ca or call 519-433-3491 ext. 7800.
- Student support networks and resources at King's and Western:
 - [Personal counselling](#)
 - [Supports for Indigenous students](#)
 - [Groups for Black Students at Western](#)
 - [Supports for 2SLGBTQIA+ students](#)
 - [Muslim Students' Associations at Western](#)
 - [Mental health supports and groups at King's](#)
 - [Campus safety and Prevention/reporting of gender-based violence](#)
 - [International student supports](#)

For more detailed information and links to support your academic goals, your sense of well-being, and your interest in just practices, please go to the **Support and Community** page on your OWL Brightspace course site.

Good luck! Have a good term!

**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.