



WRITING 2260F (670)
Workplace Writing: Exploring the Cultures of Work
Fall/Winter 2026 - 2027

Instructor: Dr. Olga Kharytonava

Email: vkharyt@uwo.ca

Course Information

Mode of Instruction: Online asynchronous

Calendar Description: This course will introduce students to the rhetorical demands of workplace writing, including interpersonal and cross-cultural exchanges, working with families, advocacy, and writing styles oriented to the care-giving professions. Genres discussed will include resumes, cover letters, proposals, case notes, oral presentations, multimedia platforms, and web promotion.

Antirequisite(s): None.

Prerequisite(s): Either [Writing 1020F/G](#), [Writing 1021F/G](#), [Writing 1022F/G](#), [Writing 1025F/G](#), [Writing 1030F/G](#), or [Writing 1031F/G](#) with at least 70%, or [Writing 2101F/G](#), or [Writing 2111F/G](#) with at least 65%; or permission of the Department.

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 the University of Western Ontario
Department of English, French, and Writing
Writing 2260F: Workplace Writing – Exploring the Cultures of Work
(Section 670) Fall 2026

Instructor: Dr. Olga Kharytonava

Office: Over Zoom

Course duration: Sept 8 – Dec 9, 2026

Office hours: By appointment through the Calendly link in Brightspace

E-mail: vkharyt@uwo.ca

Here are some helpful Brightspace links:

For Brightspace Navigation Help: <https://brightspacehelp.uwo.ca/student/navigating-owl-brightspace.html>

For Brightspace Learner Support: <https://brightspacehelp.uwo.ca/student/>

To Contact Western's IT Department for help: <https://brightspacehelp.uwo.ca/contact-us.html>

Land Acknowledgement and Commitment to Truth and Reconciliation

We acknowledge that King's campus 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 are inspired by and grateful for Indigenous ways of knowing that teach us the interdependency and interconnectedness of all life forms, and our relationship of mutual reliance and shared destiny with other people, animals, and the earth. Finally, awareness of past and ongoing colonial injustices, and how education and childcare contexts have been used as vehicles for perpetuating colonial violence, is essential for those committed to studying and working in childhood and youth related fields, as is the commitment to reconciling with Indigenous communities.

"It is precisely because education was the primary tool of oppression of Aboriginal people and the miseducation of all Canadians, that we have concluded that education holds the key to reconciliation."

Justice Murray Sinclair

"There are 94 Calls To Action outlined by Canada's Truth and Reconciliation Commission. Most, if not all, have some aspect related to the responsibility of each and every individual to be a part of the process of active reconciliation. This means as Indigenous and non-Indigenous, we have the opportunity to educate each other on who we are and build bridges towards a future where we can all live together on turtle island."

Dr. Kahente Horn-Miller

Course description

This course will introduce students to the rhetorical demands of workplace writing, including interpersonal and cross-cultural exchanges, working with families, advocacy, and writing styles oriented to the care-giving professions. Genres discussed will include resumes, cover letters, proposals, case notes, oral presentations, multimedia platforms, and web promotion.

Course Format

This course will be asynchronous; this means we will not have a regular, mandatory time when the entire class must be online. However, there will be some synchronous activities that you will sign up for based on your own schedule, including office hours, group work, and some tasks like interviews and presentations. It is important that you engage with the course material thoroughly and consistently. Online lectures with tasks and activities will be posted for you to study, complete and engage in on a regular basis.

This course begins on **September 8** and continues **until December 9**, honouring all important dates derived from University approved guidelines and academic policies.

Throughout the course you are expected to interact regularly with other students, and with me, as your instructor in a variety of different ways: synchronously and asynchronously. Each student brings their own knowledge, experience and interests to our learning community, we will build on that and use our course material (readings, discussions, lessons, etc.) to amplify learning for everyone.

We will each be responsible for our own learning progress and for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our online classroom experience. Welcome to Workplace Writing!

Learning outcomes for this course

By the end of this course, students will have:

1. A reasonable awareness of the benefits of rhetorical knowledge, the ability to analyze and act on understandings of audiences, purposes, cultural situations and demands in creating and comprehending texts;
1. Understood the basic elements of effective messaging in a variety of professional environments, including formality, tone and document design;
2. Understood and applied the conventions of the English language most appropriate for general use in many professional circumstances;
3. Understood and practiced several rhetorical methods of professional communication, including persuading, informing, and reporting in writing;

4. Designed, written, and critiqued several forms of professional writing such as cover letters, resumés, internal memos, case notes, and media releases;
5. Pursued interviewing techniques to acquire primary research on types of writing in your proposed workplace;
6. Practiced collecting and analyzing data to acquire better rhetorical knowledge of writing in at least one workplace;
7. Have a basic understanding of the research available on the rhetorical demands of workplace writing;
8. Respect and critically support others through peer review and discussion following principles of anti-racism, anti-ableism, anti-transphobia, anti-homophobia, anti-linguicism, anti-gender-based discrimination and violence, and decolonization.

Textbooks

Required: Beilfus, M., Bettles, S., and K Peterson. (2019) *Technical and Professional Writing Genres: A Study in Theory and Practice*. Ed. By Eric Howerton and Katie Rieger. Open Access. Link available on Brightspace.

Optional:

MacRae, Paul. (2019) *Business and Professional Writing: A Basic Guide – Second Canadian Edition*. Broadview Press.

Ebook: [Business and Professional Writing: A Basic Guide - Second Canadian Edition - Broadview Press](#)

Read actively: keep notes on your responses and reflect on the assigned weekly questions.

Technology in this course

Students in this course will use laptops to complete assignments. All work will be submitted through Brightspace and assignments need to be typed.

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.
- Because your participation and success in this class matter to me, I want to ensure that the course is responsive to your needs. If there is anything I can do to make the classroom or course material more accessible or friendly for you, please let me know. I will 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 exams or course delivery are your right; if you need any, do visit the [King's Accessibility and Counselling Office](#).
- 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 King's' [Accessibility](#) website.

Here is the King's Academic Consideration Request link:

<https://mykings.ca/intranet/app/#/academics/academic-advising>

The Write Place Contact/Appointment Information

The Write Place is the King's writing centre and offers free appointments for students to get advice/help on their assignments.

Here's The Write Place Link: <https://kings.mywconline.com/>

Email: thewriteplace@kings.uwo.ca

Phone: 519-433-3491 ext. 4475

Location: Darryl J. King Student Life Centre, Room 113

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

- You are all (like me) expected to be professional, respectful, and kind to each other when you are interacting. Be respectful of this course's goals, of each other's and my privacy, and of our diverse views and standpoints. Please do not record lectures without my explicit consent.
- 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.
- Respect the principles and structures of anti-racism, anti-ableism, anti-transphobia, anti-homophobia, anti-linguicism, anti-gender-based discrimination and violence, and decolonization.

How can you succeed in this course?

Each of the **BOLDED, CAPITALIZED** words in the notes below refers to an item in the left-hand menu on your course Brightspace page. **Full participation** in this course means you attend classes regularly and use the online resources to make up for missed time or enhance the learning process:

1. Get to know your instructor - **keep in touch with me!** If you need information or help, email me at vkharyt@uwo.ca. If you have questions about this syllabus or about any course component, please **EMAIL** me!
2. Read the Course **SYLLABUS** carefully. The syllabus tells you what is expected of you as you work through the course. Be disciplined, professional, engaged, responsible for your own learning progress and contribute to the growth of our learning community.
3. Do your reading. Before you open each Lesson Read your textbook and recommended OWL Purdue pages actively, taking notes where appropriate.
4. In the **SYLLABUS**, pay close attention to the **Course Schedule**.
5. Pay attention to the **Assignment Schedule**, which includes assignments and postings (see the **ASSIGNMENTS**, and **FORUMS** tabs). Start working on your assignments early, not at the last minute. Make sure you have time to for an online appointment with a tutor at The Write Place, the writing support centre at King's. Don't miss submission deadlines.
6. The **CALENDAR** tab will help you manage your time responsibly. Some weeks may be less busy than others, but 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 this link: <https://www.westerncalendar.uwo.ca/SessionalDates.cfm>

Assessment for Writing 2260F/670

Term work is worth 100% of the total course mark. Hand in your assignments on or before the due date. Please retain your copy of each assignment; if a submitted assignment is lost, I will ask you to submit the duplicate for grading **immediately**.

Important notes on assessment

- Keep ALL your rough work for EACH assignment that involves prewriting. Collect it in an Assignment Portfolio folder (manual or electronic or both), in a sub-folder or a clip with the assignment name on it. If you are drafting on your laptop, *don't overwrite*: save at least two early drafts. When you submit an assignment, I may ask to see the collection of rough notes, doodles, diagrams, freewriting, research lists, etc. that went into the making of that specific assignment so that I can a) reward you for effort; b) ensure that you are not scrambling your assignment together the night before it is due; c) eliminate the temptation to plagiarize.
- **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. Consult the academic counseling 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.

Assignments

Writing assignments: Assignments will consist of asynchronous assignments completed individually and in a group. Assignments will consist of specific prompts delivered online to which you must respond. The specific writing prompts will coincide with readings from the textbook and complement the writing process but will also supplement the textbook. At-home entries will be presented in class but will also be posted on Brightspace for further clarification.

Workplace Interview Package: After being assigned a partner or mentor, students must compile a pre-interview package. This will include any background information gathered and questions that will help the student gain information about the field of interest and/or their interviewee. This is the first step in the larger “Workplace Interview and Report” project that builds throughout the semester toward a formal report and presentation. This package should be around two pages.

Workplace Interview Notes and Response: This will be comprised of the notes taken during the interview and an initial response. The response should begin to organize and reflect on the interview and the information gathered. Students should treat this as a draft of the report and use a combination of complete paragraphs and bullet point notes. This assignment should be about three pages in length.

Workplace Writing Report: Students will reflect on the interview process and assess the information shared by their interviewee. They will also reflect on the job application package and the stages of development through peer review and editing. Ultimately, the report offers students a chance to assess the key lessons of the course and their process of coming to understand or grapple with them. Students are encouraged to engage in some secondary research in combination with their primary research and present a formal report for this assignment. This assignment should be between six and seven pages.

Student Presentations: Students will work individually or in pairs to present a cumulative report about the key lessons of the course. This will be the final piece of the larger “Workplace Interview and Report” project that makes up the bulk of the course and the student’s grade. Students are encouraged to cover the key lessons learned throughout the interview process (pre, during, and post) that they outline in the written report. Individually or with their partner, they should develop a visual aid to share the key information in around five minutes. More will be discussed throughout the semester.

Job Application Package: Students will develop a resume and cover letter for a particular professional job ad or a job that they hope to apply for after their undergraduate career. Students should focus on the key elements discussed in class including clarity, structure, specificity, and design. Students will submit the package for grading and feedback and then send the documents to a peer for the peer review assignment.

Peer Review Discussion and Letter: The first draft of your job application package will undergo a peer review process. A partner will work through your documents and look for structural, design, and copy-editing issues. You will do the same for their work and return the documents with any constructive notes and a short letter outlining the strengths and weaknesses.

Case Note: It is a record of social worker's interactions with a client or patient. You will practice creating notes, analyzing them and improving them. You will be given a sample case, and you will write your notes on the case. This assignment will be modified if you are not in social work.

Assignment	Weight	Length	Due date
Participation in Discussion Forums - Weekly	10%	Through discussion forums: 10 forums over the period of the course	
Workplace Interview Package	10%	2 pages	Sept 23
Workplace Interview Notes and Response	10%	3 pages	Oct 7
Job Application Package	15%	2-3 pages	Oct 14
Peer Review Discussion and Letter	10%	1-2 pages	Nov 4
Case Note Writing	15%	1-2 pages	Nov 18
Workplace Writing Report	20%	6-7 pages	Dec 1
Student Presentations	10%	5 minutes	Nov 30-Dec 7

All assignments done online must be done by you, following the instructions outlined on the course Brightspace site. You need not submit assignments to Turnitin routinely, but if I have concerns, I will ask for the assignment to be submitted for checking. **Please keep a copy of all your assignments;** if a submitted assignment is lost, you will be asked to submit the duplicate for grading

You are encouraged to seek feedback from [The Write Place](#), which is the writing help centre at King's, or from a Writing Specialist on all your work. Before you submit a) your resume and cover letter and b) your critical article review, you **must** receive feedback from **The Write Place**. [Make your appointment](#) early.

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

Since writing is a process, and since each Writing assignment builds on the previous one, **late assignments will not usually be accepted**. However, if you have compassionate or medical grounds for late submission, please follow the procedure set out in the Appendix to this course outline titled "Course Outline Policies Statement." **You must also contact me within 24 hours of the missed deadline, to set up a new submission date or make-up test date.**

If you are permitted a late submission beyond the two-day late submission period allowed on Brightspace, please e-mail the assignment to me at **vkharyt@uwo.ca**. No late submission will be accepted after the last day of classes unless you have arranged this with me via an academic counsellor.

Your Writing 2260 Schedule: Reading, Lessons, and Writing/Presenting

This course has **eleven units**. Each unit, which should be completed during the week specified in your schedule below, asks you to complete a specific **reading**, takes you through one or two short **lessons** (lectures), and asks you to complete one or more **writing** tasks. Lectures will be posted to each week's COURSE CONTENTS page on Monday at 12 PM (noon) EST every week. You will not benefit from listening to the lessons without preparing for them through the reading. The assignments will also test if you have done your reading. In addition, you are welcome to meet me on Zoom.

Use of Artificial Intelligence (e.g., ChatGPT)

In this course, Artificial Intelligence (AI) tools (ex. Microsoft Office Editor) are permitted exclusively 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, essays, quizzes, tests, forum posts, and examinations. Here is the reason that AI tools are not permitted: this course aims to help you develop reading, writing, and thinking skills that you will need for your other university. Using AI tools to do the work for you will not help you develop your own thinking, reading, and writing skills. Moreover, AI tools also create text that can contain bias, prejudice, and other errors. If I have concerns about one of your assignments, I will contact you about this.

Below is your lecture schedule; more details will be posted on Brightspace. Subject to change – please check Brightspace frequently.

Weeks	Topic	Readings	Assignments Due
Week 1 Sept 9-11	• Introductions • Syllabus • Rhetoric: The Concept of Audience, Purpose, and Situation	<i>Optional readings:</i> Beilfus, Bettes, and Peterson, Ch. 1 and 2, or MacRae, Ch. 1 and 2.	Forum 1
Week 2 Sept 14-18	• Formatting for Correspondence • Emails and Letters • Interviewing (an introduction) • Workplace Interview Package discussed	Beilfus, Bettes, and Peterson, Ch. 6. Optional: MacRae, Ch. 6, 7, and 8.	Workplace Interview Package due September 23 on Brightspace.
Week 3 Sept 21-25	• Interviewing continued • Preparation • Interview • Post-interview	Beilfus, Bettes, and Peterson, Ch. 10.	Forum 2
Week 4 Sept 28-Oct 2	• Cover Letters and Resumes (Find job ads that interest you for this week's class). • Introductory Document Design	Beilfus, Bettes, and Peterson, Ch. 7. Optional: MacRae, Ch. 10 and 11.	Forum 3 Submit Workplace Interview Notes and Response by Oct 7 on Brightspace.
Week 5 Oct 5-9	• Workplace Identity • Authority	Wardle, "Identity, Authority, and Learning to Write in New	Submit Job Application

	• Collaborative work • Mock Job Interviews	Workplaces” (Brightspace)	Package by Oct 14.
Oct 10-18 Fall Reading Week			
Week 6 Oct 19-23	• Cultural Communication and the changing world	Gottlieb, “The Case for a Cultural Humility Framework in Social Work Practice” (Brightspace) Indigenous Learning Bundle	Forum 4
Week 7 Oct 26-30	• Peer Review • Copy-editing	MacRae, Ch. 3 and 4 on grammar and copy-editing.	Forum 5 Submit Peer Review Letter and Analysis by Nov 4
Week 8 Nov 2-6	• Formal and Informal Reports • Document Design • Presentations discussed	Beilfus, Bettes, and Peterson, Ch. 9 and 11. Optional: MacRae, Ch. 17 and 19	Forum 6
Week 9 Nov 9-13	• Advocacy • Families • Welfare • Case Notes	Lens, “Advocacy.” McGowan and Walsh, “Writing in Family and Child Welfare” (Brightspace)	Forum 7 Case Notes by Nov 18
Week 10 Nov 16-20	• Report Writing • Primary vs Secondary Ethics • Ethical Reporting	Additional materials will be posted on Brightspace	Forum 8

Week 11 Nov 23-27	• Proposal Writing • Project Management • Presenting Findings	Additional materials will be posted on Brightspace	Forum 9
Week 12 Nov 30-Dec 3	• Group Presentations • Individual Presentations • Complete Student Questionnaire on Courses and Teaching (SQCT) for this course	Beilfus, Bettes, and Peterson, Ch. 12. Optional: MacRae, Ch. 15 and 16	Submit Workplace Writing Report by Dec 1 on Brightspace.
Week 13 Dec 6-9	• Group Presentations • Individual Presentations • Complete Student Questionnaire on Courses and Teaching (SQCT) for this course		Forum 10

**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.