WRITING 3100G (670)
Writing and Anti-Racist Perspectives
Fall/Winter 2026 - 2027

Instructor: Natarajan, V.
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Course Information

Calendar Description: In this seminar, students will engage with theorists who interrogate academic discourse in general, and Writing Studies in particular, as sites for the creation and maintenance of racial hierarchies. They will consider approaches to writing instruction that centre non-white identities and concerns, and facilitate anti-racist engagement with current pedagogic frameworks.

Antirequisite(s): None.

Prerequisite(s): Writing 1000F/G, Writing 1020F/G, Writing 1021F/G, Writing 1022F/G, Writing 1025F/G, Writing 1030F/G, Writing 1031F/G, Writing 2101F/G or Writing 2111F/G, and Year 3 or 4 standing; 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 Western University

Department of English, French, and Writing

Writing 3100: Writing and Antiracist Perspectives (Section 670) Winter 2026-27

Welcome to Writing 3100!

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Land acknowledgement

King's is built on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton Nations, on lands connected with the Dish With One Spoon Covenant Wampum, and stolen partly through the London Township and Sombra Treaties of 1796. Acknowledging this, 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

are that live upon them; we acknowledge that anti-racism and anti-colonialism must involve "all our relations."

Basic course information

Instructor: Dr. Vidya Natarajan (she/her)

Email: snatara@uwo.ca

Course duration: January 4 - April 9, 2027

Hours of reading, coursework, and writing per week: 6-7

Course delivery: Online asynchronous, except for one online synchronous meeting

Office hours: Online, on Zoom: Tuesdays, 1:30 PM - 2:30 PM. If you are not available then, please email me for an appointment via Zoom.

Zoom office hour link: https://westernuniversity.zoom.us/j/9466567319 Please use this link for regular online office hours AND for appointment-based hours.

Course URL: https://westernu.brightspace.com/d2l/home

Calendar course description

In this seminar course, students will engage with theorists who interrogate the ways in which academic discourse in general, and Writing Studies in particular, have been sites for the creation and maintenance of racial hierarchies. They will consider alternative approaches to writing instruction that centre non-white identities and concerns, and facilitate students' critical engagement with current pedagogic frameworks

Antirequisites: None. **Prerequisites:** Writing 1000F/G, Writing 1020F/G, Writing 1021F/G, Writing 1022F/G, Writing 1025F/G, Writing 1030F/G, Writing 1031F/G, Writing 2101F/G or Writing 2111F/G, and Year 3 or 4 standing; or permission of the Department.

If you do not have these requisites, please contact me for a permission to remain in the class.

Why take this course? Learning outcomes

As a student in Writing 3100, you will

- engage in critical analysis of Writing pedagogy—its history, theory, frameworks, practices, and politics—using an antiracism lens
- develop your capacity as a thoughtful, informed, and self-reflexive social critic as you engage with explicitly anti-oppressive (anti-racist, anti-sexist, anti-ableist, anti-homophobic and anti-transphobic) academic theory, analysis, and praxis (you don't have to agree with these positions, but are invited to engage respectfully with them!)
- develop your own rhetorical and people skills as you benefit from active learning opportunities (presenting, engaging with authentic pedagogic materials, peer-to-peer interaction and debate)
- develop your own writing and research proficiency as you undertake independent research and write individual assignments.

  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 textbooks do you need? Where will you find them?

- Your texts, both **required** readings and **additional** readings, are uploaded onto your course OWL Brightspace page: please find the COURSE READINGS tab in the left-hand menu. There is no textbook cost to students.
- The readings are also linked through the weekly COURSE CONTENTS page.
- The list of readings, broken down by week, is available in **Your Writing 3100 Weekly Schedule** below.

Please read the materials posted on OWL Brightspace before you open the Voicethread lesson, so that you understand it fully. Read actively: look up words, mark ideas, and keep notes on your responses.

What technology do you need?

- Writing 3100 (670) is offered online. This course will be *asynchronous*; we will not have a regular, mandatory time when the entire class must be online. However, there will be one or two synchronous activities that you will sign up for based on your own schedule, including office hours and a presentation day.
- Course materials will be posted on this OWL Brightspace site. To access the Brightspace site, use a web browser such as Firefox or Google Chrome, and make sure you have been added as a course participant. OWL Brightspace Getting Started and Navigating OWL Brightspace are good places to get started. 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).
- To take this course, you will thus need:
    - A stable high-speed internet connection
    - A webcam with a microphone
    - A quiet space to take part in occasional synchronous discussions (tutorials, office hours, etc.)

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 course matter to me, I want to ensure that the course is responsive to your needs. **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.** 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, language, or financial situation.
- 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. The site also has information on other matters related to

accessibility. 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, politeness, 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 online. Going beyond mere professionalism, I hope you will work with me to build an equitable and inclusive classroom community that honours each person's identity (including their pronouns) and self-expression.
- Be respectful of this course's goals, of each other's and my privacy, and of our diverse views and standpoints on the subject of race, which is complex and carries emotional weight for many people.
- 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. 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 happens if you don't log in regularly?

If I feel that you are not keeping up with the required work each week, I will do my best to work with you on any issues or problems you are facing. **Please email me, even though this can feel like a difficult thing to do.**

If you are simply not able to complete the work in a way that meets the course goals, this statement in the Western calendar may apply to your situation: "Any student who, in the opinion of the instructor, is absent too frequently from class... in any course, will be reported to the Dean of the Faculty offering

the course (after due warning is given). On the recommendation of the department concerned, and with the permission of the Dean of the Faculty, the student will be debarred from taking the regular examination in the course."

What tests, quizzes, and 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)

Writing task (prompts will be on Brightspace)	**Weight**	**Due date/time (EST)**
Discussion Forum posts (best 3 out of 4; topics available on DISCUSSIONS)	30%	See schedule below (always due Tuesday nights)
Seminar (presentation) assignment	30%	• Topic choice by Feb 10, 11.55 PM • Synchronous presentation during Week 8 (Week of March 1); days and times to be decided\ • Written submission due March 9, 11.55 PM
Reflective essay	40%	Written submission April 5, 11.55 PM

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

- 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 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 snatara@uwo.ca.**
- Late submissions after the last day of classes can be arranged with me via an academic counsellor.

Your Writing 3100 Weekly Schedule: Reading, Lectures, and Writing

This course has **ten units plus a presentation opportunity**. 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 more Voicethread **lectures**. After a couple of units, there will be **writing/presenting** tasks. Lectures will be posted **on Tuesday by noon** every week. To benefit from listening to the lectures, you must prepare for them through the reading/s. The assignments will also test if you have done your reading. In addition, you are welcome to meet me on Zoom.

WEEK & UNIT	**READINGS** Go to the COURSE READINGS tab R= Required reading A = Additional reading	**LECTURES** Go to the LECTURES tab	**WRITING/ PRESENTING** Go to DISCUSSIONS/ ASSIGNMENTS
Week 1 Unit 1 Jan 4	Zembylas, Michalinos. "Pedagogies of strategic empathy" **(R)** Hahn, Edward. "Reviewing Writing, Rethinking Whiteness" **(A)**	Course introduction, Terminology, Pedagogies of emotion and discomfort	**Forum post (NON-GRADED) introducing ourselves Due Jan 12, 11.55 PM EST**
Week 2 Unit 2 Jan 11	Truth and Reconciliation Commission. *The Survivors Speak*. (*Trigger warning: detailed descriptions of abuse*) **(R)** Vowel, Chelsea**.** "Allowably Indigenous: To Ptarmigan or Not to Ptarmigan" **(R)** Davin Report **(A);** Minute on Indian Education **(A)**	History of colonialism in Canada and the politics of language	**Forum post 1 (5%) Due Jan 19, 11.55 PM EST**

Week 3 **Unit 3** **Jan 18**	Douglass, Frederick. "Learning to Read and Write" **(R)** hooks, bell. "Teaching New Worlds New Words." **(R)** Gilyard, Keith, and Adam Banks. "College-Writing Instruction and African-American Rhetoric" **(A)**	History of slavery and oppression and the politics of language	**Forum post 1 responses (5%)** **Due Jan 26, 11.55 PM**
Week 4 **Unit 4** **Jan 25**	Kubota, Ryoku. "Antiracism for East Asian students and professionals in TESOL" **(R)** CCCC Statement on Second Language Writing and Multilingual Writers **(R)** Lu, Min Zhan. "From Silence to Words: Writing as Struggle" **(A)**	**International students and the politics of ESL**	**Forum post 2 (5%)** **Due Feb 2, 11.55 PM**
Week 5 **Unit 5** **Feb 1**	Lippi-Green. Rosina. "Accent, standard language ideology, and discriminatory pretext in the courts." **(R)** Ramjattan, Vijay. "Racist nativist microaggressions and the professional resistance of racialized English language teachers" **(A)** Derwing et al. "L2 Accents and Ethics" (A)	Spoken English, accents, and Standard Language Ideology	**Forum post 2 responses (5%)** **Due Feb 9, 11.55 PM**

Week 6 **Unit 6** **Feb 8**	Inoue, Asao. "Racism in Writing Programs and the CWPA" **(R)** Clary-Lemon, Jennifer. "The Racialization of Composition Studies: Scholarly Rhetoric of Race Since 1990." **(A)**	**Writing program administration and racial politics**	**Forum post 3 (5%)** **Due Feb 23, 11.55 PM** **Presentation topic choice Feb 10, 11.55 PM**
Reading Week Feb 13 -21			
Week 7 **Unit 7** **Feb 22**	Smitherman, Geneva. "Who we be" **(R)** Baker-Bell, A. (2020). Dismantling anti-black linguistic racism in English language arts classrooms **(A)**	Resisting Standard Language Ideology: Black academic leadership	**Forum post 3 responses (5%)** **Due Mar 2, 11.55 PM**
Week 8 **Mar 1**	Student seminar presentations week **Live online presentation dates and times to be decided**		**Written seminar submission due March 9, 11.55 PM**
Week 9 **Unit 8** **Mar 8**	Young, Vershawn. "Should Writers Use They Own English?" **(R)** Conference on College Composition and Communication. "Students' Right to Their Own Language" **(R)**	Resisting Standard Language Ideology: Black academic leadership and linguistic rights	**Forum post 4 (5%)** **Due Mar 16, 11.55 PM**

	Conference on College Composition and Communication. "Demand for Black Linguistic Justice" **(A)**		
Week 10 **Unit 9** **Mar 15**	Gomes, Matthew. "Writing Assessment and Responsibility for Colonialism" **(R)** **Faison, Wonderful. "Full Disclosure." (A)**	**Grading, assessment, and linguistic justice**	**Reflective response paper due April 5, 11.55 PM**
Week 11 **Unit 10** **Mar 22**	**Guest talk if possible** **SQCT: Student Questionnaire on Teaching** Natarajan et al., "What's on Our Landing Page?"	**Writing and antiracism** **The view from the writing center**	**Forum post 4 response (5%)** **Due March 30, 11.55 PM**
Week 12 **Unit 11** **Mar 29**	Optional: discussion of response papers Lee Maracle: 2020 Margaret Lawrence Lecture video **SQCT: Student Questionnaire on Teaching**	Course Review: can we decolonize our minds? Course review	

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!

All the best! Have a good term!

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27

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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.