

English 1042E 550:
Literature and Cultural Representations
Fall/Winter 2020-21

Tuesdays 10:30-11:30am & Thursdays 9:30-11:30am

Instructor: Dr. Amanda Di Ponio

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Office Hours: Wednesdays 1:00-2:30pm and by appointment (using Zoom within OWL)

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Feel free to e-mail me with brief questions. Students can expect to receive responses to e-mails within 24 hours.

COURSE DESCRIPTION

In this course, students will study some of the greatest known – and lesser known – literary and cultural *texts** ever produced to explore “how our world and our lives are formed and informed by the stories we tell”. Students will explore how form, content, and rhetoric come together to create meaning. The forms of creative expression we will study include, but are not limited to, novels, short stories, poetry, drama, musicals, graphic novels, video games, film, visual art, music, graffiti. We will examine these creative expressions from individual and collective perspectives through close-reading, creative expression, and research, both inside and outside of the classroom. Our readings will be informed by theoretical approaches to Cultural Studies which include, but are not limited to, New Criticism, New Historicism, Postcolonialism, Feminism, Postmodernism, and will include cultural evaluations by Theodor Adorno and Max Horkheimer, Walter Benjamin, Stuart Hall, Judith Butler, Julia Kristeva, and Dick Hebdige, to name but a few.

We will examine these texts, and how they carefully, deliberately, and consciously react to the world, creating new meaning out of myriad phenomena, from individual and collective perspectives. They will lead us to discuss class, race, gender, equity, and sexuality, and the role of literature in shaping the views of the characters we will study, as well as our own. Major topics include identity construction and understanding the self, transformation, isolation, addiction, oppression, revolution and retribution. We will study literary giants, such as Shakespeare (*Coriolanus*), Pope (*The Rape of the Lock*), Goethe (*The Sorrows of Young Werther*), Kafka (*The Metamorphosis*), Dorfman (*Death and the Maiden*), Pablo Neruda (*Twenty Love Poems and a Song of Despair*), in addition to budding cultural colossi such as Tomson Highway (*The Rez Sisters*), Kelly Sue DeConnick and Valentine De Landro (*Bitch Planet, Vol. 1: Extraordinary Machine*), Alison Bechdel (*Fun Home: A Family Tragicomic*), Danny Boyle (*Trainspotting*), and Arcade Fire (*Suburbs*).

NOTE: Our investigations into cultural representation will not be limited to Matthew Arnold’s definition of High Culture: “The best that has been thought and said in the world” (*Culture and Anarchy*, 1869). While the divisive categories of high, popular, and folk (similar to the class divide of upper, middle, and lower) are important to identify and understand historically, our approach to culture will not be bound by traditional delineations or categorical limitations.

*We use Roland Barthes definition of a *text* – not just a literary manuscript, but so much more, including the forms of creative expression mentioned above – in this course, as **polysemic**, and can be reinterpreted and altered to better suit and reflect (our) shifting culture/s. Ultimately, we can use these texts, which lend themselves to reinterpretation, to incite change, political, social, cultural, etc.

PREREQUISITE(S): Grade 12U English or permission of the Department

LEARNING OBJECTIVES

- Improve critical reading and writing in ways that will enable success in a wide variety of University courses
- Further appreciation of diverse cultural productions and practices
- Develop an interdisciplinary perspective on a variety of narrative media: for example, the poem, the novel and the film
- Become capable of identifying, analyzing and interpreting basic narrative elements, such as plot, character, point of view, theme, setting, imagery, diction, tone, figures of speech, and tropes
- Explore a wide range of forms of creative expression
- Write logically and persuasively in fluent, standard English using the appropriate conventions for scholarly-critical writing
- Design strong thesis statements and structured arguments in persuasive essays
- Learn to document essays using MLA format
- Evaluate the relevance, reliability, and usefulness of research sources, including those obtained through the Internet
- Integrate outside research materials and references to the original text into an essay through use of quotations and paraphrases
- Read and reflect on course readings via a variety of online tasks

DESCRIPTION OF CLASS METHODS

Lecture 30%

Group Discussions 20%

Individual Assignments 30%

Online tasks 20%

TEXTBOOKS AND OTHER REQUIRED RESOURCES

Alison Bechdel. *Fun Home: A Family Tragicomic*. Mariner Books, 2007. ISBN 9780618871711

Kelly Sue DeConnick and Valentine De Landro. *Bitch Planet, Vol. 1: Extraordinary Machine*. Image Comics, 2015. ISBN 9781632153661

Morrison, Tony. *The Bluest Eye* (1970). Vintage, 2007. ISBN 9780307278449

Pablo Neruda. *Twenty Love Poems and a Song of Despair: Dual-Language Edition*. Translated by W.S. Merwin. Penguin Classics, 1997. ISBN 9780143039969

William Shakespeare. *Coriolanus*. Rob Hastie and Josie Rouke, eds. Bloomsbury Methuen Drama, 2014. Abridged. ISBN 9781472576774

Virginia Woolf. *Orlando*. Oxford World Classics, 2015. ISBN 9780199650736

The above required resources are available in the Book Store at Western. Additional texts and critical materials will be distributed to students throughout the term via OWL, under Course Readings **and** Course Content, or the library catalogue.

METHOD OF EVALUATION

Individual:

Close-reading Assignment (500-750 words) 5%

Midterm 10%

Essay 1 (1,000-1,500 words) 10%

Essay 2 (1,500-2,000 words) 15%

Final Exam 30%

Collaborative (i.e. assignments will be distributed, shared, and sometimes even penned with peers):

Creative Assignment 10%

Participation & Discussion – Zoom or OWL Forum 15%

Passage Analysis (Perusall) 2 x 2.5% = 5%

BRIEF DESCRIPTION OF ASSIGNMENTS

Close-reading Assignment: Students will write a short analysis of a selection of a text to practice and develop close-reading skills.

Passage Analysis (Perusall): Students will complete 2 passage analysis tasks using Perusall.

Creative Assignment: Students will create a form of creative expression either in response to or inspired by a course text and may take the form of a poem, short story, graphic novel, zine, or dramatic text; visual or aural forms of creative expression are also permitted.

Concept Map: Completed in preparation for Essay 1.

Annotated Bibliography: Completed in preparation for Essay 2.

Essay 1: A formal, extended discussion of one text – poem (epic or mock), short story, epistolary novel, play, film – studied throughout the first term and its equivalent or contrary cultural representation (if applicable).

Essay 2: A formal, extended discussion of two texts – poem, short story, epistolary novel, play, film, graphic art, graffiti, music – studied throughout the year. One of the two texts must be from Term 2.

NOTE. detailed assignment instructions will be provided and posted on OWL under Assignments; students are required to consult and follow those requirements. Assignments must be submitted to our course website for plagiarism checking. Assignment due dates are specified in the lecture and reading schedule below. **Late assignments will incur a penalty of 2 marks per day**, up to a maximum of one week. After seven (7) days, the assignment will not be accepted and receive a mark of zero. Late assignments will not be appended with comments. Assignments are never accepted via email. **Extensions are never granted the day an assignment is due.** Extenuating circumstances will be considered provided students seek academic accommodation if/when necessary; see the Appendix (below).

Midterm: The Midterm test will ask students to compose two, short, but directed-learning essays. This will be released for a 48-hour period and due no later than **Wednesday, December 2**. Students will be required to identify and analyze passages from texts studied.

Final Exam: A combination of short answer and essay questions. The exam will be cumulative and will be written during the April examination period (date, time, location TBA).

Participation: Students have the opportunity to participate in the course via two options: Option 1: Synchronously (date and time TBD) via Zoom OR Option 2: Asynchronously via the online Forum (due Fridays at 11:55pm). Regardless of the option chosen, tasks will include discussion, large and small group, and close-reading analysis. Students will have the choice to choose either stream at the start of the course, but can reevaluate their choice for Term 2. If choosing Option 1, students are expected to come to class prepared, having read assigned materials, in order to participate meaningfully. Complete details of student responsibilities regarding the participation grade will be outlined in the first week of classes via an introductory Zoom class held on **Thursday, September 10 from 9:30-11:30am** (i.e. our first regularly scheduled class). Note that both learning styles present their own set of challenges alongside their strengths. Students who choose to attend Zoom classes agree to be on camera for the duration of the class. Zoom classes will not be recorded. Creating

and maintaining class community connections are important. Students are, therefore, encouraged to attend class even if they choose to be evaluated via the OWL Forum.

NOTE. If students miss class, virtual or otherwise, they are not entitled to Academic Accommodation regarding the Attendance and Participation grade. This particular grade registers only students' presence in class and their participation. If students are absent from class, for whatever reason, attendance and participation grades will decline. Extenuating circumstances will be considered, but students must first consult with me.

PLAGIARISM

There is zero tolerance for plagiarism in this course.

Students must write their assignments in their own words. This is imperative given the online environment. Whenever students take an idea, or a passage, from another author, in this case including from course notes (sources will be detailed), they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing in the form of citations. This includes Internet sources. Plagiarism is a major academic offence.

Statement of Academic Integrity (to be added to all assignments submitted through OWL): In submitting work for credit in English 1042E, I pledge that I have neither given nor received help on this assignment. My submission indicates that I have completed the assignment with academic honesty (e.g. not sharing anything with others who may be taking some version of it, or engaging in any form of cheating). I also acknowledge that any confirmed act of dishonesty that violates academic integrity rules will result in appropriate sanctions as outlined in the University Scholastic Discipline policy ranging from reprimand to expulsion from the University.

Name: _____

Plagiarism checking:

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 will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western Ontario and Turnitin.com (<http://www.turnitin.com>).

SCHEDULE OF CLASSES (tentative until confirmed)

TERM 1

| | | |
|---------------|---|--|
| Week 1 | Thursday, Sept. 10 | Course Introduction Homer, <i>The Odyssey</i> |
| Week 2 | Tuesday, Sept. 15 Thursday, Sept. 17 | Homer, <i>The Odyssey</i> Homer, <i>The Odyssey</i> |
| Week 3 | Tuesday, Sept. 22 Thursday, Sept. 24 | Alexander Pope, <i>The Rape of the Lock</i> Alexander Pope, <i>The Rape of the Lock</i> |
| Week 4 | Tuesday, Sept. 29 Thursday, Oct. 1 | Kate Chopin, "The Story of An Hour" Kate Chopin, "The Story of An Hour" |
| Week 5 | Tuesday, Oct. 6 Thursday, Oct. 8 | J.W. Goethe, <i>The Sorrows of Young Werther</i> J.W. Goethe, <i>The Sorrows of Young Werther</i> Close-reading Assignment (5%) due |

Week 6 Tuesday, Oct. 13 J.W. Goethe, *The Sorrows of Young Werther*
Thursday, Oct. 15 J.W. Goethe, *The Sorrows of Young Werther*
Session with Rachel Melis from the Huron Library
Concept Map (2.5%)

Week 7 Tuesday, Oct. 20 Pablo Neruda, *Twenty Love Poems*
Thursday, Oct. 22 Pablo Neruda, *Twenty Love Poems*
Passage Analysis (Perusall) (2.5%)

Week 8 Tuesday, Oct. 27 John Keats, select poems
Thursday, Oct. 29 John Keats, select poems

Fall Reading Week: November 1-8 (no classes)

Week 9 Tuesday, Nov. 10 Euripides, *The Bacchae*
Thursday, Nov. 12 Euripides, *The Bacchae*

Week 10 Tuesday, Nov. 17 William Shakespeare, *Coriolanus*
Thursday, Nov. 19 William Shakespeare, *Coriolanus*
Essay #1 (10%) due

Week 11 Tuesday, Nov. 24 Toni Morrison, *The Bluest Eye*
Thursday, Nov. 26 Toni Morrison, *The Bluest Eye*

Week 12 Tuesday, Dec. 1 **Midterm Test (10%) distributed Monday, November 30 and**
Thursday, Dec. 3 **due Wednesday, December 2**
Franz Kafka, *The Metamorphosis*

Week 13 Tuesday, Dec. 8 Franz Kafka, *The Metamorphosis*

TERM 2

Week 1 Tuesday, Jan. 5 Tomson Highway, *The Rez Sisters*
Thursday, Jan. 7 Tomson Highway, *The Rez Sisters*

Week 2 Tuesday, Jan. 12 William Shakespeare, *Othello*
Thursday, Jan. 14 William Shakespeare, *Othello*

Week 3 Tuesday, Jan. 19 Alison Bechdel, *Fun Home: A Family Tragicomic*
Thursday, Jan. 21 Alison Bechdel, *Fun Home*
Janine Tesori and Lisa Kron, *Fun Home: The Musical*

Week 4 Tuesday, Jan. 26 Virginia Woolf, *Orlando*
Thursday, Jan. 28 Virginia Woolf, *Orlando*
Creative Assignment (10%) due

Week 5 Tuesday, Feb. 2 Kelly Sue DeConnick and Valentine De Landro, *Bitch Planet, Vol.*
Thursday, Feb. 4 *1: Extraordinary Machine*
Kelly Sue DeConnick and Valentine De Landro, *Bitch Planet, Vol.*
1: Extraordinary Machine

Week 6 Tuesday, Feb. 9 Ariel Dorfman, *Death and the Maiden*
Thursday, Feb. 11 Ariel Dorfman, *Death and the Maiden*

**Session with Rachel Melis from the Huron Library
Annotated Bibliography (2.5%) due Tuesday, February 25**

Winter Reading Week: February 14-21 (no classes)

| | | |
|----------------|---------------------------------------|---|
| Week 7 | Tuesday, Feb. 23 Thursday, Feb. 25 | Danny Boyle, <i>Trainspotting</i> Danny Boyle, <i>Trainspotting</i> |
| Week 8 | Tuesday, Mar. 2 Thursday, Mar. 4 | Sarah Kane, <i>Skin</i> Sarah Kane, <i>Skin</i> |
| Week 9 | Tuesday, Mar. 9 Thursday, Mar. 11 | Arcade Fire, <i>The Suburbs</i> Arcade Fire, <i>The Suburbs</i> Essay #2 (15%) due |
| Week 10 | Tuesday, Mar. 16 Thursday, Mar. 18 | William Blake, <i>Songs of Innocence and Experience</i> William Blake, <i>Songs of Innocence and Experience</i> Passage Analysis (Perusall) (2.5%) |
| Week 11 | Tuesday, Mar. 23 Thursday, Mar. 25 | <i>Exit Through the Gift Shop</i> and the street art of Banksy <i>Exit Through the Gift Shop</i> and the street art of Banksy |
| Week 12 | Tuesday, Mar. 30 Thursday, Apr. 1 | Course recap and review for Final Exam (30%) date TBD Course recap and review for Final Exam (30%) date TBD |



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class

early, be courteous: enter and leave quietly. Please see the Code of Student Conduct at: www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) 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. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here: https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/contact-directory>.

Copyright Regarding 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. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

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. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Computer-Marked Tests/exams

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.

Clickers

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Accommodation for Students With Disabilities

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances

to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.

- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf.

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca.**

University Senate policy, which can be found at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf, requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

- (b) **Accommodation on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

- (c) **Non-Medical Grounds: Consult Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>