

English 3771E 550  
Genres/Forms/Modes  
Fall/Winter 2020-21

Tuesdays 1:30-2:30pm & Thursdays 12:30-2:30pm

Instructor: Dr. Amanda Di Ponio

Office: A104 (Phone 519.438.7224 ext. 277)

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

E-mail: [adiponi@uwo.ca](mailto:adiponi@uwo.ca)

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

#### COURSE DESCRIPTION

This course will have a focus on drama (literary form) and the genres – comedy, tragedy, tragicomedy, farce – in various modes of performance, including traditional theatre plays, opera, spoken word, musical theatre, performance art, recitation, mime, clowning, puppetry, multimedia, and happenings. This literary form will be examined from historical and cultural perspectives, from Greek Drama to Kabuki, Shakespeare to the historical avant-garde, the well-made play to contemporary performance pieces which challenge audience complacency.



The course features drama and performance from Europe, Asia, Oceania, North and South America, and Africa, informed by practitioners who have sought to develop a theatrical theory and aesthetic, often beyond the understanding of their age. Studying forms, modes, and genres in a global context allows students to grasp more clearly the political and historical dimensions of aesthetic practices, and thus understand the implications of their usages in their own present cultural context. The aim is to develop a global, alongside a historical, understanding of drama.

This course is particularly concerned with texts that respond politically, aesthetically, and philosophically to supposed codified visions of the world. With this aim in stride, we will study classical, mainstream (realism, naturalism), and avant-garde (surrealism, expressionism, actionism, Theatre of the Absurd, experimental, participatory) movements. In addition to canonical dramatic texts, we will also study the theatre of Alfred Jarry, Antonin Artaud, Bertolt Brecht, Djuna Barnes, and Jerzy Grotowski whose work resonates in that of Sarah Kane, Caryl Churchill, Paula Vogel, Suzan-Lori Parks, Tatsumi Hijikata, to name but a few.

#### PREREQUISITE(S)

At least 60% in 1.0 of English 1020-1999 or permission of the Department.

#### LEARNING OBJECTIVES

- Read/ Analyze/ View drama from a global, socio-cultural perspective, with an emphasis on performance practices, understand the political, religious, moral, and philosophical substructures of the texts on the course
- Read and Analyze primary and secondary performance theory written by practitioners and critics alike
- View recordings of live performances of professional theatre companies

- Place individual texts in their socio-historical and geographical context
- Recognize and understand the features of genres of comedy, tragedy, naturalist, modernist, tragicomedy, Theatre of the Absurd, farce in various modes of performance, including traditional theatre plays, opera, spoken word, musical theatre, performance art, recitation, mime, puppetry, multimedia, and happenings
- Participate in “poor” theatre productions, assuming the various roles therein, to creatively engage with the texts in performance
- Communicate ideas effectively through readings, discussion, blogging, creative composition, and/or presentations and persuasive essays
- Analyze critical reception theory informing both performance (motivations, techniques) and audience reception
- Research and engage with scholarly/critical texts
- 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 which incorporate evidence from both primary and secondary texts in support of arguments
- Incorporate evidence, from both primary, secondary, and critical theory texts in essay writing to support arguments that logically and persuasively present complex and debatable arguments
- Apply principles of quotation integration using MLA documentation
- Evaluate the relevance, reliability, and usefulness of research sources, including those obtained through the Internet
- 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

Jean Genet. *The Blacks: A Clown Show*. Grove, 1994. Ebook available through Amazon for \$9.99.

[https://www.amazon.ca/Blacks-Clown-Show-Jean-Genet-ebook/dp/B006NZ66U4/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=1597157254&sr=8-1](https://www.amazon.ca/Blacks-Clown-Show-Jean-Genet-ebook/dp/B006NZ66U4/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1597157254&sr=8-1)

Daniel Gerould, editor. *Theatre/Theory/Theatre: The Major Critical Texts from Aristotle and Zeami to Soyinka and Havel*. Applause, 2003. (access via Course Readings on OWL; login with uwo library account)

<https://ebookcentral-proquest-com.proxy1.lib.uwo.ca/lib/west/reader.action?docID=5674276>

Robert Knopf, editor. *Theatre of the Avant-Garde, 1890-1950: A Critical Anthology*. Yale UP, 2015. (access via Course Readings on OWL; login with uwo library account)

<https://yaleup-degruyter-com.proxy1.lib.uwo.ca/view/title/531827>

Paula Vogel. *How I Learned to Drive*. Theatre Communications Group, 2017. Ebook available through Amazon for \$9.99. [https://www.amazon.ca/How-Learned-Drive-Stand-Alone-TCG-ebook/dp/B06XQ3NCW4/ref=sr\\_1\\_1?dchild=1&keywords=how+i+learned+to+drive&qid=1597160415&sr=8-1](https://www.amazon.ca/How-Learned-Drive-Stand-Alone-TCG-ebook/dp/B06XQ3NCW4/ref=sr_1_1?dchild=1&keywords=how+i+learned+to+drive&qid=1597160415&sr=8-1)

[https://www.amazon.ca/How-Learned-Drive-Stand-Alone-TCG-ebook/dp/B06XQ3NCW4/ref=sr\\_1\\_1?dchild=1&keywords=how+i+learned+to+drive&qid=1597160415&sr=8-1](https://www.amazon.ca/How-Learned-Drive-Stand-Alone-TCG-ebook/dp/B06XQ3NCW4/ref=sr_1_1?dchild=1&keywords=how+i+learned+to+drive&qid=1597160415&sr=8-1)

W.B. Worthen, editor. *The Wadsworth Anthology of Drama*. 6<sup>th</sup> ed., University of California, 2011. *Selections provided via OWL*.

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:

Research Essay (2,500-3,000 words) 25%

Final Exam Project 25%

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

Creative Assignment 15% (group or individual assignment)

Participation & Discussion – Zoom or OWL Forum 15%

Performance Analysis Blogpost (1,500 words) 15%

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

## BRIEF DESCRIPTION OF ASSIGNMENTS

**Performance Analysis Blogpost:** The purpose of this assignment is to strengthen your critical analysis of drama in performance. Students will compose a short blogpost analyzing a recorded performance of one of the dramatic texts studied on the course reading list.

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

**Creative Assignment:** Students will have the opportunity to complete a creative task independently or in a small group, working virtually, of no more than 3 students. The assignment will be performance-based, and options include performance of a scene from a play or your remediation/adaptation of it. **Due date for this assignment is subject to change.**

**Research Essay:** A formal, extended critical analysis of at least two literary and/or cultural texts studied over the duration of the course. The essay should engage with more than one possible interpretation of the creative expressions chosen and endeavour to go beyond the simple exposition of ideas. Secondary research is required (at least 3 materials – essays/articles from books/academic journals). Further instruction, essay-writing and research tips will be provided. MLA citation style is required.

**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).

**Final Exam Project:** A take-home project due **Monday, April 5, 2021.**

**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 12:30-2:30pm** (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 3771E, 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**

<b>Week 1</b>	<u>Introduction</u> Thursday, Sept. 10	Course intro: readings, objectives, assignments, participation, etc.
<b>Week 2</b>	<u>Greek Tragedy</u> Tuesday, Sept. 15 Thursday, Sept. 17	Sophocles, <i>Oedipus the King</i> , c. 431 BC (Wadsworth 75) Sophocles, <i>Oedipus the King</i> , c. 431 BC (Wadsworth 75) Aristotle, "The Poetics" (4 <sup>th</sup> c. BC)
<b>Week 3</b>	<u>Greek Comedy</u> Tuesday, Sept. 22 Thursday, Sept. 24	Aristophanes, <i>Lysistrata</i> , 411 BC (Wadsworth 111) Aristophanes, <i>Lysistrata</i> , 411 BC (Wadsworth 111)
<b>Week 4</b>	<u>Indian Classical Drama</u> Tuesday, Sept. 29 Thursday, Oct. 1	Khālidāsa, <i>Shakuntala</i> , 5 <sup>th</sup> c. Khālidāsa, <i>Shakuntala</i> , 5 <sup>th</sup> c. Bharata Muni, <i>Natyashastra</i> , 1 <sup>st</sup> c. Grotowski, <i>Shakuntalā</i> , 1960

- Week 5**      Japanese Kabuki and Nōh Theatres  
 Tuesday, Oct. 6      *Chūshingura: The Forty-Seven Samurai*, c. 1700; adapted by Nakamura Matagorō, 1979 (Wadsworth 204)  
 Thursday, Oct. 8      *Chūshingura: The Forty-Seven Samurai*, c. 1700; adapted by Nakamura Matagorō, 1979 (Wadsworth 204)  
                                  The Development of the Kabuki Stage (Wadsworth 188)  
                                  Zeami, “On The Art Of The Noh Drama” (15<sup>th</sup> c.)
- Week 6**      Medieval Cycle Plays  
 Tuesday, Oct. 13      Anonymous, *The York Crucifixion*, 14<sup>th</sup> c.  
 Thursday, Oct. 15      Anonymous, *The York Crucifixion*, 14<sup>th</sup> c.  
                                  **Passage Analysis (Perusall) (2.5%)**
- Week 7**      Elizabethan Tragedy  
 Tuesday, Oct. 20      Christopher Marlowe, *Doctor Faustus*, c. 1589 (Wadsworth 294)  
 Thursday, Oct. 22      Christopher Marlowe, *Doctor Faustus*, c. 1589 (Wadsworth 294)  
                                  Drama and Theatre in Renaissance London (Wadsworth 258)
- Week 8**      Elizabethan Comedy  
 Tuesday, Oct. 27      William Shakespeare, *A Midsummer Night’s Dream*, c. 1600 (Wadsworth 321)  
 Thursday, Oct. 29      William Shakespeare, *A Midsummer Night’s Dream*, c. 1600 (Wadsworth 321)  
                                  Shakespeare’s Globe (Wadsworth 264)  
                                  **Performance Analysis Blogpost due (15%)**
- Fall Reading Week: November 1-8 (no classes)**
- Week 9**      Court Masque  
 Tuesday, Nov. 10      Ben Jonson, *Love’s Welcome at Bolsover*, 1634  
 Thursday, Nov. 12      Ben Jonson, *Love’s Welcome at Bolsover*, 1634  
                                  The Jacobean Court Masque; Theatre in English, 1660-1737 (Wadsworth 268; 451)
- Week 10**      Spanish Golden Age Theatre  
 Tuesday, Nov. 17      José Manuel Calderón, *Life is a Dream*, 1636 (Wadsworth 461)  
 Thursday, Nov. 19      José Manuel Calderón, *Life is a Dream*, 1636 (Wadsworth 461)  
                                  Theatre in Spain’s Golden Age, 1580-1680 (Wadsworth 453)
- Week 11**      Seventeenth-Century French Theatre  
 Tuesday, Nov. 24      Moliere, *Tartuffe*, 1666 (Wadsworth 488)  
 Thursday, Nov. 26      Moliere, *Tartuffe*, 1666 (Wadsworth 488)  
                                  Theatre in France, 1660-1700 (Wadsworth 449)  
                                  Corneille, “Of The Three Unities Of Action Time And Place” (1660)  
                                  **Passage Analysis (Perusall) (2.5%)**
- Week 12**      Restoration Drama: Humour, Manners, Intrigue  
 Tuesday, Dec. 1      Aphra Behn, *The Rover*, 1677  
 Thursday, Dec. 3      Aphra Behn, *The Rover*, 1677  
                                  Dramatic Innovation in France, England, and Spain (Wadsworth 455)

<b>Week 13</b>	Tuesday, Dec. 8	Term 1 recap <b>Creative Assignment due (15%)</b>
<b>TERM 2</b>		
<b>Week 1</b>	<u>Naturalism</u> Tuesday, Jan. 5 Thursday, Jan. 7	Henrik Ibsen, <i>A Doll House</i> , 1879 (Wadsworth 666) Henrik Ibsen, <i>A Doll House</i> , 1879 (Wadsworth 666) Émile Zola, "Naturalism In The Theatre" (1881)
<b>Week 2</b>	<u>Symbolism</u> Tuesday, Jan. 12 Thursday, Jan. 14	Maurice Maeterlinck, <i>Interior</i> , 1894 Maurice Maeterlinck, <i>Interior</i> , 1894 Maurice Maeterlinck, "The Tragical in Daily Life" (1896)
<b>Week 3</b>	<u>Surrealism</u> Tuesday, Jan. 19 Thursday, Jan. 21	Alfred Jarry, <i>Ubu Roi</i> , 1896 (Wadsworth 714) Antonin Artaud, <i>The Spurt of Blood</i> , 1925 Antonin Artaud, <i>The Theatre and Its Double</i> (1938)
<b>Week 4</b>	<u>Expressionism</u> Tuesday, Jan. 26 Thursday, Jan. 28	Djuna Barnes, <i>The Dove</i> , 1923 Dadaism: Tristan Tzara, <i>The Gas Heart</i> , 1920; "Dada Manifesto" (1918) <b>Passage Analysis (Perusall) (2.5%)</b>
<b>Week 5</b>	<u>Epic Theatre</u> Tuesday, Feb. 2 Thursday, Feb. 4	Bertolt Brecht, <i>Mother Courage and Her Children</i> , 1939 Bertolt Brecht, <i>Mother Courage and Her Children</i> , 1939 (Wadsworth 857) Brecht, "The Modern Theatre Is the Epic Theatre" (1930)
<b>Week 6</b>	<u>Theatre of Hatred</u> Tuesday, Feb. 9 Thursday, Feb. 11	Jean Genet, <i>The Blacks: A Clown Show</i> , 1958 Jean Genet, <i>The Blacks: A Clown Show</i> , 1958
<b>Winter Reading Week: February 14-21 (no classes)</b>		
<b>Week 7</b>	<u>Theatre of the Absurd</u> Tuesday, Feb. 23 Thursday, Feb. 25	Eugène Ionesco, <i>Rhinoceros</i> , 1959 Eugène Ionesco, <i>Rhinoceros</i> , 1959 Martin Esslin, "The Theatre of the Absurd" (1961)
<b>Week 8</b>	<u>Race/ Postcolonial Theatre</u> Tuesday, Mar. 2 Thursday, Mar. 4	Wole Soyinka, <i>Death and the King's Horseman</i> , 1976 Louis Nowra, <i>The Golden Age</i> , 1985 Wole Soyinka, Soyinka, "Drama And The African World-View" (1976) <b>Research Essay due (25%)</b>
<b>Week 9</b>	<u>Race/ Postcolonial Theatre</u> Tuesday, Mar. 9	Suzan-Lori Parks, <i>The America Play</i> , 1994

	Thursday, Mar. 11	Suzan-Lori Parks, <i>The America Play</i> , 1994
<b>Week 10</b>	<u>Theatre of the Oppressed</u> Tuesday, Mar. 16 Thursday, Mar. 18	People's Theatre of Peru, 1973 People's Theatre of Peru, 1973 Augusto Boal, "Theater Of The Oppressed" (1974) <b>Passage Analysis (Perusal) (2.5%)</b>
<b>Week 11</b>	<u>Feminist Revisions</u> Tuesday, Mar. 23 Thursday, Mar. 25	Caryl Churchill, <i>Far Away</i> , 2000 Caryl Churchill, <i>Far Away</i> , 2000
<b>Week 12</b>	<u>Staging Trauma</u> Tuesday, Mar. 30 Thursday, Apr. 1	Paula Vogel, <i>How I Learned to Drive</i> , 1997 Paula Vogel, <i>How I Learned to Drive</i> , 1997 <b>Final Exam Project due Monday, April 5 (25%)</b>



## 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](http://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](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](mailto: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](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://academic-support.uwo.ca/>.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](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](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](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](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](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at, [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](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](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](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwocom/mentalhealth/](http://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>