

**DEPARTMENT OF ENGLISH
HURON UNIVERSITY COLLEGE**

**English 2033E: Children's Literature
Social Justice and Injustice
Fall/Winter 2017-18**

Instructor: Dr. Agnieszka Herra	Email: aherra2@uwo.ca
Office Location: OR 152	Office Hours: Wednesdays 10am-12pm
Mondays: 3:30pm-5:30pm Room: W108	Wednesdays: 2:30pm-3:30pm Room: W108

Course Description

This course explores children's literature and the notion of childhood through many critical contexts. The course will begin with the roots of the genre in the nineteenth century but will continue with a topic-centered approach and will explore texts meant for children and young adults. We will consider fairy tales, picturebooks, realistic fiction, fantasy fiction, graphic novels, films, music, TV shows, theatre, podcasts, human rights documents, poems, and digital texts. Within a consideration of the cultural and historical development of children's literature, we will be examining the ways ideas of social justice, tolerance, equality, identity, power, civic engagement, human rights, and social change, are embedded in the texts. This approach will allow us to ask questions about the purpose and form of children's literature, its expectations of the child and the ways in which these texts reflect power structures.

My teaching philosophy emphasizes active learning and the development of critical thinking skills. I see the classroom as a space where everyone is engaged in discussion and listening. I am sensitive to variations in learning styles; therefore, I consciously use various modes of teaching. I am very open to feedback and suggestions as to how I can make the student learning process better.

Learning Objectives

Upon the successful completion of this course, the students will have:

- Acquired knowledge of various major works for children and young adults. This objective is demonstrated, in part, through consistent attendance, preparation and engagement in class activities.
- Understood common trends, theories and themes in writing for children in many age groups. This objective is demonstrated, in part, through the ability to research and make critical arguments about children's literature in research and writing assignments.

- Engaged in discussions about the ways ideas of social justice, tolerance, equality, identity, power, civic engagement, human rights, and social change, are embedded in the texts. This objective is demonstrated, in part, through preparation for each class and critical discussion.
- Grasped the way in which writing for young people reflects social development and an adult centered view of childhood. This objective is demonstrated, in part, through critical reflection in writing journals and class discussions about the conception of childhood.
- Developed critical thinking skills around questions of how medium and genre, along with theoretical and disciplinary lenses, affect the analysis of literature. This objective is demonstrated, in part, through critical engagement in the main focus of each class topic through writing journals and class discussions, and the development of a well-rounded research process in the Research Packet assignments.
- Improved their ability to express themselves in writing. This objective is demonstrated, in part, through participating in the various stages of the research and writing process and showing the initiative to address feedback from peers and the instructor.
- Demonstrated effective oral and written communication skills. This objective is demonstrated, in part, through consistent engagement in class discussion and sustained communication with the instructor through writing journals and meetings.
- Gained insight into writing and discussion as a community process based in peer review and goal setting. This objective is demonstrated, in part, through engaging in respectful discussion in class and participating in the various peer reviews and editing sessions during the assignments.

Evaluation

→Students will upload assignments to OWL in Microsoft Word format. Please make sure to have a version of this program. No other file types will be accepted.

→See Assignments Folder on OWL for full assignment instructions.

→ The class uses rubrics for each assignment so that the marking is as transparent as possible, and many of the rubrics we will create together.

Attendance and Engagement (10%)

- Includes regular attendance, participation, general engagement in the class, goal-setting, and preparation. (Please see note about absences in Policies section).

Writing Journals (10%)

- 10 Writing Journals over the year that reflect on course work and create a conversation with the professor about the course. Prompts are on OWL under Assignments.

First term Research Packet (15%)

- Students will sign up for a particular week in first term where they will create a Research Packet associated with the particular text or topic of that week. The Research Packet will include a 2 page exploratory paper, a Bibliography of online sources, academic journal articles and academic books about the work and the larger topic we are exploring. Students will add an annotation to one of the journal articles. The Bibliography will be posted on OWL to create a class research bank. Finally, the student will be expected to be a discussion leader for that week.

Place Analysis (10%)

- Students will visit a children's library or the children's section of a bookstore and write a short essay (3-4 double spaced pages) that describes and analyzes the structure of the space and highlights a few texts that they encountered on their visit. Students will tie their analysis of the space to the major themes introduced in the course. The inclusion of an interview with a librarian or employee about the ways that the space is constructed is strongly encouraged.

Second Term Research Packet (15%)

- Students will sign up for a particular week in second term where they will create a Research Packet associated with the particular text or topic of that week. The Research Packet will include a 2 page exploratory paper, a Bibliography of online sources, academic journal articles and academic books about the work and the larger topic we are exploring. Students will add an annotation to one of the journal articles. The Bibliography will be posted on OWL to create a class research bank. Finally, the student will be expected to be a discussion leader for that week.

Second Term Final Research Paper (40%)

- Students will write an 8-10 page research paper that incorporates close analysis and at least 5 secondary sources. The research paper will be completed in stages. Stage 1 will include a conference with Professor Herra about 3 pages of rough writing. Stage 2 will be a peer review in class for a draft of the paper. Stage 3 will be a short presentation that communicates the main ideas of the paper and Stage 4 will be a collaborative edit and submission of the final paper. Each of the stages will contribute to the grade.

Texts

Texts that can be purchased at the Bookstore have an asterisk *. Others will be available online or in class.

Fall Term

- Convention on the Rights of the Child (online link on OWL)
- Folk and Fairy Tales*, ed. Hallett & Karasek *
- The Tale of Peter Rabbit*, Beatrix Potter *
- Charlotte's Web*, E.B. White *
- selections from *Little House on the Prairie*, *Little Women*, *What Katy Did* and *Heidi* (online links on OWL)
- *Pippi Longstocking*, Astrid Lindgren *
- The Paper Bag Princess*, Robert Munsch *
- Selections from Hergé's *The Adventures of Tintin*, *The Lord of the Flies* and *The Jungle* (online links on OWL)
- Elijah of Buxton*, Christopher Paul Curtis *
- selection of picture books including *I am Jazz*, *Heather Has Two Mommies*, and *And Tango Makes Three* (provided in class)
- Will Grayson Will Grayson*, John Green and David Levithan *
- Spring Awakening*, Duncan Sheik *

Spring Term

- Selections from Holocaust diaries and other child activists (online links on OWL)
- Gord Downie's *The Secret Path* *
- Sometimes I Feel Like a Fox*, Danielle Daniel and other picture books (in class)
- The Red Pencil*, Andrea Davis Pinkney *
- Inside Out and Back Again*, Thanhha Lai *
- The Jumping Tree* René Saldaña, Jr. *
- The Hate U Give*, Angie Thomas *
- selections from *Alice in Wonderland* (online links on OWL)
- Coraline*, Neil Gaiman *
- The Hunger Games*, Suzanne Collins *
- The Hunger Games* film (in class)

Schedule

(Schedule may shift)

Week	Date	Topic	Texts	Assignments
1	Mon, Sep 11	→Class introductions →Syllabus discussion →Major ideas	→This Syllabus	*After Monday's introductory class, please write Professor Herra an introductory email. Using proper email etiquette, describe your interests, your learning style, group work role and any other issues

Week	Date	Topic	Texts	Assignments
	Wed, Sep 13	→What is a child? →What is Children's Literature? →What is Social Justice?	→Convention on the Rights of the Child (online link)	*Sign up for Research Packet assignment
2	Mon, Sep 18	→Folk Tales and Fairy Tales	→selections from Aesop's <i>Fables</i> (PDF) →selections from <i>Folk and Fairy Tales</i> , ed. Hallett & Karasek	
	Wed, Sep 20	→Folk Tales and Fairy Tales continued	→selections from <i>Folk and Fairy Tales</i> , ed. Hallett & Karasek	*Journal #1 due about your relationship to fairy tales. Prompt on OWL.
3	Mon, Sep 25	→ Folk Tales and Fairy Tales continued	→selections from <i>Folk and Fairy Tales</i> , ed. Hallett & Karasek	
	Wed, Sep 27	→ Picture Books	→ <i>The Tale of Peter Rabbit</i> , Beatrix Potter	
4	Mon, Oct 2	→Picture Books and Animal Stories	→ <i>Charlotte's Web</i> , E.B. White	*Research Packet Week
	Wed, Oct 4	→Animal Stories	→ <i>Charlotte's Web</i> , E.B. White	*Journal #2 due about the role of images in children's literature. Prompt on OWL
5	Mon, Oct 9	Reading Week	No class	
	Wed, Oct 11	Reading Week	No class	
6	Mon, Oct 16	→Concepts of Girlhood: Domesticity	→selections from <i>Little House on the Prairie</i> and <i>Little Women</i> , <i>What Katy Did</i> and <i>Heidi</i> (online)	*Research Packet Week
	Wed, Oct 18	→Concepts of Girlhood: Expanding Boundaries	→ <i>Pippi Longstocking</i> , Astrid Lindgren	*Collaborative edit of Place Analysis *Place Analysis Due
7	Mon, Oct 23		→ <i>Pippi Longstocking</i> , Astrid Lindgren	*Research Packet Week
	Wed, Oct 25		→ <i>The Paper Bag Princess</i> , Robert Munsch	
8	Mon, Oct 30	→Concepts of Boyhood: Colonial Narratives	→Selections from Hergé's <i>The Adventures of Tintin</i> , <i>The Lord of the Flies</i> and <i>The Jungle Book</i> (online)	*Research Packet Week

Week	Date	Topic	Texts	Assignments
	Wed, Nov 1	→ Concepts of Boyhood: Expanding Boundaries	→ <i>Elijah of Buxton</i> , Christopher Paul Curtis	*Journal #3 about childhood and the performance of gender. Prompt on OWL
9	Mon, Nov 6		→ <i>Elijah</i> continued	*Research Packet Week
	Wed, Nov 8		→ <i>Elijah</i> continued	
10	Mon, Nov 13	→ LGBTQ Childhoods	→ selection of picture books including <i>I am Jazz</i> , <i>Heather Has Two Mommies</i> and <i>And Tango Makes Three</i>	*Research Packet Week
	Wed, Nov 15	→ LGBTQ Childhoods	→ The <i>It Gets Better</i> online project	
11	Mon, Nov 20	→ LGBTQ Childhoods	→ <i>Will Grayson Will Grayson</i> , John Green and David Levithan	*Research Packet Week
	Wed, Nov 22	→ LGBTQ Childhoods	→ <i>Will Grayson Will Grayson</i>	*Journal #4 about the Internet and childhood. Prompt on OWL.
12	Mon, Nov 27	→ Young Adult Literature and Sexuality	→ <i>Spring Awakening</i> , Duncan Sheik	
	Wed, Nov 29		→ <i>Spring Awakening</i>	
13	Mon, Dec 4	→ Children and multimedia	→ Selections from TV shows, podcasts, advertising	
	Wed, Dec 6		→ Semester Wrap up	*Journal #5 about the experiences of the first semester. Prompt on OWL.

Second Term

Week	Date	Topic	Texts	Assignments
14	Mon, Jan 8	→ Trauma and Children's Voices	→ Selections from Holocaust diaries and other child activists	*Sign up for Research Packet
	Wed, Jan 10		→ Selections continued	
15	Mon, Jan 15	→ Indigenous Children	→ Gord Downie's <i>The Secret Path</i>	*Research Packet week
	Wed, Jan 17	→ Indigenous Children	→ <i>The Secret Path</i>	*Journal #6 about your relationship to Reconciliation. Prompt on OWL.

16	Mon, Jan 29		→ <i>Sometimes I Feel Like a Fox</i> , Danielle Daniel and Tim Tingle picture books (in class)	
	Wed, Jan 31	→War and Children	→ <i>The Red Pencil</i> , Andrea Davis Pinkney	
17	Mon, Jan 29		→ <i>The Red Pencil</i>	*Research Packet Week
	Wed, Jan 31		→ <i>The Red Pencil</i>	
18	Mon, Feb 5	→Immigration and Children	→ <i>Inside Out and Back Again</i> , Thanhha Lai	*Research Packet Week
	Wed, Feb 7		→ <i>Inside Out and Back Again</i>	*Journal #7 about children and trauma. Prompt on OWL.
19	Mon, Feb 12	→Children on the Border	→ <i>The Jumping Tree</i> René Saldaña, Jr.	*Research Packet Week
	Wed, Feb 14		→ <i>The Jumping Tree</i>	
20	Mon, Feb 19	Reading Week	No class	
	Wed, Feb 21	Reading Week	No class	
21	Mon, Feb 26	→Class and Code switching	→ <i>The Hate U Give</i> , Angie Thomas	*Research Packet Week
	Wed, Feb 28		→ <i>The Hate U Give</i>	*Journal #8 about code switching. Prompt on OWL.
22	Mon, Mar 5		→ <i>The Hate U Give</i>	
	Wed, Mar 7		→ <i>The Hate U Give</i>	
23	Mon, Mar 12	→Childhood in Fantasy worlds	→selections from <i>Alice in Wonderland</i> → <i>Coraline</i> , Neil Gaiman	*Research Packet Week
	Wed, Mar 14		→ <i>Coraline</i>	*Journal #9 about Research Paper plan. Prompt on OWL.
24	Mon, Mar 19		→ <i>Coraline</i>	*Research Paper Conference Sign up
	Wed, Mar 21	→Young Adults in Dystopian Worlds	→ <i>The Hunger Games</i> , Suzanne Collins	
25	Mon, Mar 26		→ <i>The Hunger Games</i>	*Stage 1: Research Paper Conferences with 3 pages of writing.
	Wed, Mar 28		→ <i>The Hunger Games</i>	
26	Mon, Apr 4		→ <i>Hunger Games</i> , film	*Stage 2: Research Paper Peer Review
	Wed, Apr 6		→ <i>Hunger Games</i> , film	*Journal #10 about the course as a whole. Prompt on OWL.
27	Mon, Apr 9		→Course wrap up	*Stage 3: Research Paper short presentations
	Wed, Apr 11			*Stage 4: Research Paper collaborative edit -Final Paper due Friday, Apr 13

Checklist of Due Dates:

- ✓ **Monday, Sep 11:** send professional email to Professor Herra. Introduce yourself and your learning style, your strengths and weaknesses working in groups, and any other concerns she should know about that might affect your participation in the class.
- ✓ **Wednesday, Sep 13:** sign up for Research Packet assignment. Options for dates are, Oct 2, Oct 16, Oct 23, Oct 30, Nov 6, Nov 13, and Nov 20
- ✓ **Wednesday, Sep 20:** Writing Journal #1 of 10 about your potential topic. See full prompt on OWL.
- ✓ **Wednesday, Oct 4:** Writing Journal #2 of 10 about the role of images in children's literature. See full prompt on OWL.
- ✓ **Wednesday, Oct 18:** Place Analysis Due
- ✓ **Wednesday, Nov 1:** Writing Journal #3 of 10 about childhood and the performance of gender. See full prompt on OWL.
- ✓ **Wednesday, Nov 22:** Writing Journal #4 of 10 about the Internet and childhood. See full prompt on OWL.
- ✓ **Wednesday, Dec 6:** Writing Journal #5 of 10 about the experiences of the first semester. See full prompt on OWL.
- ✓ **Monday, Jan 8:** sign up for Research Packet assignment. Options for dates are, Jan 15, Jan 29, Feb 5, Feb 12, Feb 26, Mar 12
- ✓ **Wednesday, Jan 17:** Writing Journal #6 of 10 about your relationship to Reconciliation. See full prompt on OWL.
- ✓ **Wednesday, Feb 7:** Writing Journal #7 of 10 about children and trauma. See full prompt on OWL.
- ✓ **Wednesday, Feb 28:** Writing Journal #8 of 10 about code switching. See full prompt on OWL.
- ✓ **Wednesday, Mar 14:** Writing Journal #9 of 10 about Research Paper plan. See full prompt on OWL.
- ✓ **Monday, Mar 19:** Research Paper Conference Sign up
- ✓ **Monday, Mar 26:** Research Paper Conferences with 3 pages of writing.
- ✓ **Monday, Apr 4:** Research Paper Peer Review in class
- ✓ **Wednesday, Apr 6:** Writing Journal #10 of 10 about the course as a whole. See full prompt on OWL.
- ✓ **Monday, Apr 9:** Research Paper short presentations
- ✓ **Wednesday, Apr 11:** Research Paper collaborative edit
- ✓ **Friday, Apr 13:** Final Paper due

Class Policies

Late submission

Assignment extensions can be arranged with me *in advance* of the due date. This class is meant to help students as much as possible, not punish them so I am always willing to talk about due dates. *With the exception of peer reviews*, everyone has a 2-day grace period after the due date, no questions asked. After this grace period, assignments handed in late with no communication with the instructor will be

penalized 5 percent a day. Most assignments will be submitted through OWL and will be due by 11:59pm of the assignment due date. Exceptions to this timing will be clearly stated in the assignment instructions. Assignments will not be accepted a week after the original due date.

Recommendation Letters

At some point in your university career, you might have to ask professors to write you recommendation letters for graduate school, jobs or internships. Please be aware that writing letters is not obligation for professors and they will only write them if they can be very positive and specific about you as a student. The work of becoming this kind of student should be ongoing; think about the qualities of a student that a professor can rave about in a letter. Usually these qualities include hardworking, conscientious, intellectually inquisitive, engaging, honest, collegial, and willing to come talk to the professor about the class and assignments. Take the opportunity of the smaller class size, the full year class and my willingness to be a mentor to test out becoming this kind of student.

Student Questionnaires

You are expected to complete the online student questionnaire for this course at the end of the year. Apart from being an expectation of the course, your questionnaire provides valuable information to the program and to the Department.

Attendance

Attendance and engagement are vital to success in this course. The classes and assignments build on each other so it is vital that attendance is as regular as possible. If students miss class, they are not entitled to Academic Accommodation regarding the Attendance and Engagement grade. This particular grade registers only students' presence in class and their engagement. If you are absent from class, for whatever reason, your attendance and engagement grade will decline. You are also responsible for any classwork that you miss. Please ask a fellow classmate for this information or see me during office hours. The peer reviews are especially important for the course. Make sure not to miss those classes.

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario 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.

In the 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 to be seated 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: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and*

Responsibilities at: <http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

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 is 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.

Academic Accommodation for Medical/Non-Medical Grounds

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://www.sdc.uwo.ca/ssd/?requesting_acc

a. Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found

at http://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: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.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 Provost and Dean. The instructor’s decision is appealable to the Provost and 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 Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

c. Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

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 Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

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, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 and 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 Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

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.

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.

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.

Policy on Special Needs

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://www.sdc.uwo.ca/ssd/?requesting_acc

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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>