

Huron University College
ENG 1042E 550:
Literature and Cultural Representations
2019-2020

Class Meetings: T 1:30-2:30; TH 12:30-2:30
Location: HUC-W101
Instructor: Dr. Scott Schofield
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Phone: 519-438-7224, ext.221
Office: HUC-V129
Office Hours: Mondays 12:30 pm
to 2:30pm, or by appointment

Course Description

This course will introduce students to a wide range of literary styles, genres, and forms. Over two semesters we will touch on several literary periods and read plays, poems, novels, and novellas in conversation with instances of music, visual art, and film. We will also approach the material from several different critical perspectives as determined by the demands of the particular text; that is, we will consider works for how they reflect and also shape attitudes and ideas about gender, race, economics, rhetoric, and history. On completion of this course, students will be able to determine a text's genre and understand better how the interaction between form and content produces meaning. Students will also gain a deeper sense of historical context and the development of literature across time. Finally, students will develop skills for reading beyond the plot, skills that will help to explore how literary artworks develop layers of significance that cannot be reduced to simple summary or cliché morality.

In addition to literary study, this course also includes a series of in-class, group-based assignments. Methodologically, this course will consist of workshops, class discussions, and lectures.

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

Required Texts (available at the Bookstore):

Black, Joseph et al. Ed. *The Broadview Anthology of British Literature: From the Medieval Period to the Twenty-First Century*. One Volume Compact Edition. (Broadview, 2015). Paperback.

Bronte, Charlotte. *Jane Eyre*. Ed. Richard Nemesvari (Broadview, 1999). Paperback.

Hardy, Thomas. *Jude the Obscure*. Ed. Cedric Watts. (Broadview, 1999). Paperback.

Shakespeare, William. *Julius Caesar*. Ed. John D. Cox. (Broadview, 2012). Paperback.

*A few additional readings will be available as either PDFs or links on OWL.

Assessment:

Participation and Workshops: Regular Weekly Exercises 20%

Students are expected to participate regularly throughout the course. There are various ways to participate, including: answering questions in class, engaging in workshops, posting, and coming to office hours.

A note on workshops: One hour of each week will be reserved for group exercises and workshops. It is expected that you take these moments seriously and that your contribution is both thoughtful and considerate. Some workshops will be devoted to working on critical analysis and writing, while others will focus on researching and presentation skills.

A note on the course discussion board: The discussion board is designed for you to share and exchange with other classmates your thoughts, queries and reflections on the readings and class discussions from the course.

Initiating Discussion **Sign-up** **5%**

Initiating Discussion #1: Thinking Thematically 2.5%

In the first semester, each student will sign up to initiate discussion on an assigned text with a short, in-class, five-minute presentation on a particular theme at the beginning of the first hour. Students should explore how such things as diction, imagery, symbolism, point of view and tone determine meaning in their assigned text? Students will be assessed on how well they engage with the text and how well they lead and facilitate discussion. Students are expected to hand in an outline of their presentation on the day they present. Sign up will occur during the second week of class.

Initiating Discussion #2: Comparative Thinking: 2.5%

In the second semester, each student will sign up to initiate discussion on an assigned text with a short, in-class, five-minute presentation on a particular feature from the work at the beginning of the first hour. As part of their presentations, students will choose a text from the first term as comparison. How is the second term text similar and/or different from the first term text in terms of diction, imagery, symbolism, point of view, tone etc.? Students will be assessed on how well they engage with the text and how well they lead and facilitate discussion. Students are expected to hand in an outline of their presentation on the day they present. Sign up will occur during the first week of the second term.

Close Reading Assignment **750 words** **Oct. 24 and Oct. 31** **5%**

In this short assignment, students will submit a close reading of 20 to 30 lines of poetry to practice close reading skills. Students must first type up the lines and annotate them, either on screen or paper. They will then use their annotated text as a guide to help them compose a critical analysis. The annotated text is due on October 24th and the close reading is due October 31st.

In-class Test **Nov. 21** **10%**

A one-hour test of based on the readings completed up to November 21st.

Essay One **1000 words** **Feb. 6** **10%**

A comparative essay of two literary works studied up to the week of January 14. A list of possible questions will be submitted in advance.

Essay Two **1250-1500 words** **March 29** **15%**

A slightly longer comparative essay of two literary works from the term. This essay will also require students to consult and cite secondary sources. A list of possible questions will be submitted in advance.

Final Exam

See April Exam Schedule

35%

Final Exam: 35%

A cumulative exam during the April exam period. Date to be determined. Please do not book travel plans before schedule is finalized.

STUDENTS MUST PASS BOTH TERM WORK AND THE FINAL EXAMINATION (IN COURSES WITH FINAL EXAMINATIONS) IN ORDER TO PASS THE COURSE. STUDENTS WHO FAIL THE FINAL EXAMINATION (REGARDLESS OF THEIR TERM MARK) AUTOMATICALLY FAIL THE COURSE.

Special Instructions

Attendance and Preparation:

Classes will include a combination of lecture, in-class discussion and workshop. In-class participation is worth 20% of the final mark. Regular attendance at lectures is essential and considered part of your participation grade. I will take attendance each class. Absenteeism can result in debarment from writing the final examination, which in the Department of English results in failure of the course. The Academic Calendar reads:

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 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. (39)

The participation grade in this course is determined, in part, by attendance. Please obtain notes from a classmate if you miss one or more classes, and see me if you have questions about the material that was covered during your absence. Notify me as soon as possible if a serious illness or other concern is affecting your ability to keep up with the course. It is also wise to contact an academic advisor if you are experiencing academic or personal difficulties. Students are expected to have the text(s) assigned on a given day read, in their entirety, *before* class lecture and discussions.

Essay Format:

All written assignments should be double-spaced and printed in a standard font. Please follow Modern Languages Association (MLA) format. Here is a link to the UWO Library's up-to-date MLA style guidelines:

<https://www.lib.uwo.ca/files/styleguides/MLA.pdf>

Students are responsible for retaining back-up copies of their papers and of their notes and drafts.

Late Essays and Assignments

All essays and assignments are due on OWL, by midnight on the specified date (see above). Essays submitted after the due date will receive a penalty of 2% per day (including weekends). No essay will be accepted later than seven days after the original due date unless prior, special arrangements have been made with the instructor. **Essays are to be submitted in electronic form, as Word or PDF files, on OWL. Late essays will probably not receive extended commentary.**

Final Exam

The final examination (35%) will cover all material from both terms. The date of the final examination is to be set by the Registrar during the formal examination period.

Office Hours, E-mail and Owl

Students are encouraged to meet with me throughout the term to discuss grades, course content, and other related matters. E-mail should be reserved for important matters (i.e. notifying me of an absence from a test or exam) and for setting up appointments. Announcements, reminders and other relevant matters pertaining to the course will be posted on OWL. Please check the site regularly.

Class Schedule

*Unless otherwise specified, all page numbers correspond to the first page for a given work in the Broadview *Anthology of British Literature*.

Introduction: Overview and Course Objectives

Sept 5

- Introduction to class
- William Butler Yeats, "The Lake Isle of Innisfree"
- Margaret Atwood, *Death by Landscape* (online and in-class)

The Middle Ages

Sept 10/12

- Anon. *Sir Gawain and the Green Knight* (pp. 135-201).

The Renaissance

Sept 17/19

- Thomas Wyatt, "The long love that in my heart doth harbor"; "Whoso list to hunt" (432; 439)
- Edmund Spenser, From *Amoretti* (Sonnets 34 and 75). (484; 486)
- Philip Sidney, From *Astrophil and Stella* (Sonnets 1,2 and 7) (493-494)

- Shakespeare, From *Sonnets* (Sonnets 2, 18, 130) (583-584, 592)

Oct. 24/26

- Andrew Marvell “To his Coy Mistress” (698)
- John Donne “The Sun Rising” (671); “A Valediction Forbidding Morning” (676).

Oct 1-10

- Shakespeare, *Julius Caesar*. Broadview Edition.

Oct 15/17

- Aemilia Lanyer, “Eve's Apology in Defence of Women” (531).
- John Milton, *Paradise Lost, Selections from Books 1 and 4* (724)

Close Reading Assignment Part 1 Due.

Restoration/Eighteenth-Century

October 22/24

- Aphra Behn, “The Disappointment” (876)
- John Wilmot, the Second Earl of Rochester, “The Imperfect Enjoyment” (920)
- Jonathan Swift, “The Lady’s Dressing Room” (955)

October 29/31

- Alexander Pope, from *Essay on Criticism* (1001).
- Thomas Gray, “Elegy Written in a Country Churchyard” (1061)

Close Reading Assignment Part 2 Due.

November 12/14

- From Mary Wollstencraft, *A Vindication of the Rights of Woman*
- **In-class Test (Nov. 21)**

Nineteenth Century: Romantic and Victorian Era Writings

November 19/21

- William Blake, From *Songs of Innocence and Experience* (1140-1153); William Wordsworth, “Ode: Intimations of Immortality” (1234)

November 26/28

- Samuel Taylor Coleridge, “Kubla Kahn” (1282); *The Rime of the Ancient Mariner* (1262)

December 3/5

- Charlotte Bronte, *Jane Eyre*. Broadview Edition.

Winter Semester

Nineteenth Century (continued)

Jan 7-9

- Charlotte Bronte, *Jane Eyre*. Broadview Edition.

Jan 14-23

- Thomas Hardy, *Jude the Obscure*. Broadview Edition.
- *Jude the Obscure* – clips from the 1996 film directed by Michael Winterbottom.

Jan 28/30

- Percy Bysshe Shelley, “Ozymandias” (1349)
- John Keats, “Ode to a Nightingale” (1398)
- Matthew Arnold, “Dover Beach” (1613).

Feb 4/6

- Alfred, Lord Tennyson, “The Lady of Shalott” (1513)
- “The Lady of Shalott” as sung by Loreenna McKennitt
- Visit to Rare Books
- ***First Essay Due (Feb 6)***

Feb 11/13

- Robert Browning, “My Last Duchess” (1573)
- Christina Rossetti, “In an Artist's Studio” (1627).

Modernist Writings

Feb 25/Feb 27

- Thomas Hardy, “The Convergence of the Twain”; “Neutral Tones” (1638, 1639);
- William Butler Yeats, “The Wild Swans at Coole”; “The Second Coming” (1835, 1837).

Mar 3/5

- T.S. Eliot, “The Love Song of J. Alfred Prufrock”; “Journey of the Magi” (1902; 1915)
- Renditions of “Prufrock” by T.S. Eliot and Anthony Hopkins

Mar 10-19

- James Joyce, “The Dead”.
- “The Dead” Clips from the 1987 film version by John Huston

March 24-31

- W.H. Auden, “Musee des Beaux Arts” (1924); Edward Field “Icarus” (online);
- Philip Larkin, “Talking in Bed”(1954); “MCMXIV”; (online);
- Seamus Heaney, “Digging” (1963)
- Maya Angelou, “I rise” (online);
- Adrienne Rich, “Aunt Jennifer’s Tigers” (online)

Second Essay Due (March 31st)

April 2

- Wrap-up and Review

Final Exam Date: TBA



Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

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.

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 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 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.

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.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the OWL class site, is <https://owl.uwo.ca/portal> and on the Huron website at www.huronuc.on.ca/about/accessibility

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: www.huronuc.ca/student-life-campus/student-services/academic-advising.

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: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, [huronuc.ca/student-life-campus/student-services/academic-advising](http://www.huronuc.ca/student-life-campus/student-services/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.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: huronuc.ca/student-life-campus/student-services/health-wellness for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly.

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

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

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 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 a 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 Western University and 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.

Policy on “Special” Accommodation

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/index.html> .

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

Students who require academic 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/index.html> .

- (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 your 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 Dean. The instructor's decision is appealable to the Dean.

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

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

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.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. 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. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. 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;
- g. 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.
- h. 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.

Important Dates and Directory at Huron and Western

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>
- **Western – 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>