



Department of English and Cultural Studies
English 3771E (2019/20)

Basic Course Information

Course number: English 3771E

Course name: Forms/Modes/Genres of Modern(ist) Comedy

Course prerequisite(s): At least 60% in 1.0 of any 1000-level English course, or permission of the Department.

Instructor name: Dr. John Vanderheide

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Scheduled Class times: Wed. 11:30-12:30, F 11:30-1:30 HUC W103

Office Hours: Mondays 12:30-1:30 or by appt.

General Course Description

An examination of how the genre and modes of expression of various forms, such as novels, drama, film, graphic texts and digital genres influence interpretation and cultural meaning.

Specific Focus:

This course explores the forms, modes and genres of comedy of the modern age, starting from the dawn of the twentieth century, the so-called age of advanced and industrialized “technological reproducibility.” How did comedy adapt itself to the new “industrial arts” of film, and then television, and how has it since adapted to present-day online streaming? But also how did the new industrial arts of the early, middle and late twentieth century affect the established forms of “literary” comedy, such as found in the drama and in the novel? In this course, students will look at comic forms in novels, plays, film, television and online, and think of these in relation to the machine age that produced them.

When the “moving picture” went viral as a form of mass entertainment, comedy had already insinuated itself as a natural fit and one of cinema’s most prevalent narrative genres. Why was this the case? Why was comedy such a natural seeming fit to the new industrial medium? To address such questions, we will look at the early silent film comedies of three of the most famous directors of their day—not surprisingly, only of whom remains relatively widely remembered, Charlie Chaplin. But Alice Guy-Blaché and Mabel Normand (the latter having taught Chaplin the ropes of acting and directing, indeed directing him in his first film role) were as famous in their day as Chaplin, and their works are as complex, funny and richly rewarding as those starring The Tramp. We will also look at early film animation, episodes of Felix the Cat, Mickey Mouse and Betty Boop, and try to understand why these American comedy productions were beloved by the European modernist avant-garde. In addition to all this, we will be reading modernist and late modernist literature, investigating such comic genres as stand-up comedy and the sitcom, watching postwar and contemporary film satires through the lens of the cyborg, and

television through the lens of the stand-up comedian.

Students will have the opportunity to write critical reflections on the course material as well as their own favorite comedic performers and works, participate in group discussions and debates, and even the chance to opt for the Winter Term project to perform, write or film some original comedy of their own.

Course Learning Objectives

Successful students who complete the course will be able to:

- Develop the capacity to produce thoughtful critical and creative responses to a ubiquitous cultural and historical phenomenon (comedy)
- Develop their own theoretical and/or historical accounts of comedy as practiced in the literary and “industrial” arts of the modernist age.
- Develop an understanding of a number of widespread theories of comedy that have arisen in the twentieth-century, especially the so-called “superiority” and “incongruity” theories.
- Develop a conception of the political (utopian and ideological) functions of comedy through an exploration of comic representations of class, race, gender, sexuality and other markers of identity and identification in the course material and the material students bring to the class.
- Develop the capacity to appreciate the scholarship on a subject and write effectively in a selected scholarly (critical/theoretical) tradition. This includes learning effective research methods, utilizing and incorporating secondary sources, and formatting and documenting work in MLA format.

Description of Class Methods

Classes will consist of lectures on, and discussions of, weekly readings and viewings, theories of allegory and realism and related topics. Students can expect some improvised group work on 1) specific passages in the readings, 2) scenes in the viewing, or 3) handouts on critical and theoretical perspectives. Thus, they should come to class with their readings in print or digital media, having read the work scheduled for that day, and prepared to participate in lectures, discussions, and improvised idea creation.

Students are expected to turn off their cell phones and other electronic devices during class **unless for research or creative purposes**. Any student who distracts the instructor or other students in class, and especially in screening, by idle cell-phone usage will be asked to leave the classroom or the screening. Students are encouraged to come to office hours or if that is not possible to make other arrangements to discuss course material, the course project, exams, etc.

Textbooks and Other Required Resources

Beckett, Samuel. *Endgame* (1950)

Gibbons, Stella. *Cold Comfort Farm* (1932).

Hurston, Zora Neale and Langston Hughes, *Mule Bone* (1930)

Reed, Ishmael. *Mumbo Jumbo* (1972)

Silverman, Sarah. *The Bedwetter: Stories of Courage, Redemption and Pee* (2000)

Smith, Zadie. *White Teeth* (2000)

PDFs of other required readings will be provided on OWL

Method of Evaluation and Assessment

FALL TERM

Assignment	Due	Weight
Writing Assignment 1: Ahistorical versus historical theories of comedy (500-750 words)	Oct. 2	5%
In-Class Group Debate (Superiority vs. Incongruity Effects in Gibbons' <i>Cold Comfort Farm</i>)	Oct 18	5%
Writing Assignment 2: Silent film and early animation comedies (750-1000 words)	Oct 30	10%
Online Group Debate, Comic maximalism versus comic minimalism in American and European stage comedy (1000 words combined)	Due on OWL Dec. 4	5%
Attendance & Participation	Ongoing	5%

WINTER TERM

Assignment	Due	Weight
Presentation on selected topic in either stand-up comedy or television comedy or student choice (10-15 minutes)	Weeks of Jan 10-Feb 14	10%
Winter Term Project: Students may opt to write a 2500 word Critical essay or submit a Creative work (examples include: spec script of sitcom, silent film parody, short video narrative, live or taped performance of stand-up comedy, <i>Onion</i> -style comedy webpage). More topics and prompts provided in class.	April 3rd	25%
Final Exam	Short answer and essay-based 3 hr exam to be scheduled by the registrar	30%
Attendance & Participation	Ongoing	5%

Late Policy

All assignments are due by the end of class on the due date and should be handed to the instructor personally. It is the student's responsibility to ensure that the instructor receives the essay. Late assignments will be penalized at the rate of 2 marks per calendar day until the instructor receives the essay. *Normally, late assignments will receive a grade but no detailed commentary. After 7 days, the assignment will not be accepted and a mark of 0/F will be awarded.*

Tentative schedule of classes, including required reading, topics

FALL TERM

Week 1 / Introduction

Sept 6: Course overview; course mechanics

Week 2 / Theory Week 1 (Ahistorical theories of comedy)

Sept 11: Joseph Meeker, “The Comic Mode” (1996)

Sept 13: Harry Levin, “Coming to Terms” (excerpt from *Playboys and Killjoys: An Essay on the Theory & Practice of Comedy* (1987)

Week 3 / Theory Week 2 (Historical theories of comedy)

Sept 18: Walter Benjamin, “The Work of Art in the Age of Its Technological Reproducibility” (1935-6);

Sept 20: Donna Haraway, “A Cyborg Manifesto” (1984)
Michael North, “Introduction” to *Machine-Age Comedy* (2009)

Week 4 / Alice Guy-Blaché (Early film comedy pioneers)

Sept 25: Marquise Lepage (dir.), *The Lost Garden: The Life and Cinema of Alice Guy-Blaché* (1995).

Sept 27: Alice Guy-Blaché (act., dir., prod.)
Les Résultats du féminisme (The Consequences of Feminism) (1906),
Canned Harmony (1912),
A Fool and His Money (1912),
Burstup Homes' Murder Case (1913)

Week 5 / Mabel Normand (Early film comedy pioneers)

Oct 2: Anthony Mercialdi (dir.), *Looking for Mabel Normand* (2015)

Oct 4: Mabel Normand (act., dir., prod.):
Mabel's Blunder (1914),
Mabel and Fatty's Wash Day (1915),
Mickey (1918)

Week 6 / Early animated comedy pioneers

Oct 9: Michael North, “Mickey’s Mechanical Men” (2009)

Oct 11: Pat Sullivan/Otto Messmer, **Felix the Cat**, “*Uncle Tom’s Crabbin*” (1927);
Walt Disney, **Mickey Mouse**, “*The Barn Dance* (1929), “Mickey’s Mechanical Man” (1933);
Max/Dave Fleischer, **Betty Boop**, “Bimbo’s Initiation” (1931); “*Red Hot Mamma*” (1934)

Week 7 / Stella Gibbons (literary parody and satire in the age of the silent film comedy)

Oct 16: Stella Gibbons, *Cold Comfort Farm* (1932)

Oct 18: Stella Gibbons, *Cold Comfort Farm* (1932)

Week 8 / Stella Gibbons (concluded); Charlie Chaplin (begun)

Oct 23: Stella Gibbons, *Cold Comfort Farm* (1932)

Oct 25: Charlie Chaplin (act., dir.) *The Rink* (1916)

Week 9 / Charlie Chaplin (early film comedy pioneers)

Oct 30: Michael North, "Conclusion" to *Machine-Age Comedy* (2009)

Nov. 1: Charlie Chaplin (act., dir.) *Modern Times* (1936)

READING BREAK (NOV 4-10)

Week 10 / Zora Neale Hurston (modernist American stage comedy)

Nov. 13: Zora Neale Hurston, "The Bone of Contention" (c. 1927)

Nov. 15: Zora Neale Hurston and Langston Hughes, *Mule Bone* (1930)

Week 11 / Zora Neale Hurston (modernist American stage comedy)

Nov 20: Zora Neale Hurston & Langston Hughes, *Mule Bone* (1930);

Nov 22: Zora Neale Hurston, "Characteristics of Negro Expression" (1934); "What White Publishers Won't Print" (1950)

Week 12 / Samuel Beckett (late modernist European stage comedy)

Nov 27, 29: Samuel Beckett, *Endgame* (1957)

Week 13 / Samuel Beckett (late modernist European stage comedy)

Dec 4: Michael North, "Beckett's Machinations" (2009)

WINTER TERM Schedule of Readings and Lectures

Week 1 / Stand-Up Comedy in Theory

Jan 8: John Limon, "A Lenny Bruce Joke and the Topography of Stand-up" (2000)

Jan 10: Student presentation timeslots available, further discussion of week's topic

Week 2 / Stand-Up Comedy in Practice

Jan 15: Sarah Silverman, *The Bedwetter: Stories of Courage, Redemption and Pee* (2010)

Jan 17: Student presentation timeslots available, further discussions of week's topic

Week 3 / First Golden Age of Television Comedy (Situation & Variety)

Jan 22: Sianne Ngai, "The Zany Science" (2012);

Lucille Ball (perf.), *I Love Lucy* (1951-57) (selection)

Jan 24: Student presentation timeslots available, further discussions of week's topic

Week 4 / Late modernist American television (situation/narrative) comedy

Jan 29: NBC's *Seinfeld* (1989-98), Comedy Central's *Another Period* (2015-18)

Jan 31: Student presentation timeslots available, further discussions of week's topic

Week 5 / Turn of the 21st century animated comedy

Feb 5: Sianne Ngai, "Theory of the Gimmick" (2017)

Trey Parker, *South Park* (1997-) vs. Seth McFarlane, *Family Guy* (1999-) (selection)

Aaron McGruder, *The Boondocks* (2005-17) (selection)

Feb 7: Student presentation timeslots available, further discussions of week's topic

Week 6 / Animated comedy in the age of its reproducible streaming

Feb 12: *Bojack Horseman* (2014-), *Tuca & Bertie* (2019)

Feb 14: Student presentation timeslots available, further discussions of week's topic

SPRING READING WEEK FEB 17-21

Week 7 / Late modernist film satire

Feb 26, 28: Stanley Kubrick, *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (1964)

Week 8 / Contemporary film satire

Mar 4, 6: Boots Riley, *Sorry to Bother You* (2018)

Week 9 / Late modernist American comic fiction throwback

Mar 11: Ishmael Reed, *Mumbo Jumbo* (1972)

Mar 13: Ishmael Reed, *Mumbo Jumbo* (1972)

Week 10 / Contemporary European comic fiction

Mar 18: Zadie Smith, *White Teeth* (2000)

Mar 20: Zadie Smith, *White Teeth* (2000)

Week 11 / Contemporary European comic fiction

Mar 25: Zadie Smith, *White Teeth* (2000)

Mar 27: Zadie Smith, *White Teeth* (2000)

Week 12 / Youtube comedies / comedy by other digital means

April 1: Jean Burgess and Joshua Green, "Vaudeville to Vlogs: User Created-Content" (2018)

Liza Koshy (Youtube comedian)

Jenna Marbles (Youtube comedian)

April 3: Further discussion of week's topic; delivery of Course Projects

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 all relevant information on the OWL class site at: <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 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>