

BRESCIA UNIVERSITY COLLEGE
School of Behavioural and Social Sciences
SOCIOLOGY 3333F SECTION 530
INTERPRETING LAW AND SOCIAL POLICY TO BUILD COMMUNITIES
Fall 2018

Class Time: Tuesdays 10:30 – 11:30 am and Thursdays 9:30 – 11:30 am. Room BR203

Course Instructor: Dr. Lina Sunseri

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Office Hours: Tuesdays 12:30 pm – 1:30 am, or by appointment

Course Description:

Community Development is designed to promote collaboration in decision-making so that individuals can, in meaningful ways, influence decisions that affect their lives.

Adopting a popular education model which emphasizes participation, direct involvement and practical application, this course begins with an exploration of the concept of social welfare. More specifically, we consider the role of legislation, policy, procedures and activities in identifying, and responding to basic human needs. The importance of community education, access and advocacy is highlighted, as students examine the role of citizens in shaping law and social policy. Students will begin to make links between classroom and community as we substantively consider laws and social policies as they relate to poverty, women's abuse, youth crime and violence, Indigenous peoples, the elderly, and power/privilege.

Learning Outcomes:

Upon completion of this course, the student will be able to

1. compare competing approaches to explaining and understanding Canadian social policy.
2. analyze the role of law and social policy in alleviating or reproducing inequities in society.
3. think critically about structures of power and barriers to participation in the social, economic, cultural and political life of the community.
4. examine some of the political, ideological and religious influences in law and social policy making.
5. analyze the role of community-based agencies in working with marginalized, dis-empowered population to promote public awareness and social change.
6. demonstrate competency in oral and written communication skills.
7. collaborate in a team-based project.

Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honor course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students. (Linda Nilson, Teaching at its Best, 2010: 37).

Brescia Competencies:

The Brescia Competencies are the building blocks of your Brescia experience. They help you to think critically and participate actively in society – attributes you will apply throughout your entire life. Regardless of what degree you choose, these skills, values, and abilities prepare you to lead with wisdom, justice, and compassion in a changing world. Throughout this course, students will be developing the following Brescia Competencies:

Communication includes the articulation of one’s ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours. (Level 3)

Problem Solving includes the ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached. (Level 2)

Inquiry and Analysis involves the methodical practice of exploring issues and posing questions to seek information, knowledge, or clarity in order to gain a more comprehensive understanding of what is true. Inquiry and analysis begins with the collecting of information, the examination of the knowledge, and then converting the material into valuable new knowns. Knowledge is therefore discovered over time because investigation is continual, as is the testing of new knowledge. Once

the evidence has been organized and synthesized, conclusions about the question or problem are developed that logically follow from the inquiry process. (Level 3)

Critical Thinking involves reasoning, a process where we create arguments by connecting thoughts together so that some thoughts (premises) provide support for other thoughts (conclusions). There are three basic skills involved in critical thinking: interpretation, verification and reasoning. The first skill comprises understanding how words express or fail to express thoughts, expressing clearly what we mean, and discerning an argument's structure. The second skill involves determining whether premises are acceptable. And the third skill encompasses evaluating whether premises make it reasonable accept the conclusion. (Level 3)

Social Awareness and Engagement involves the “the ability to understand and respond to the needs of others” (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change. (Level 3)

Self-Awareness and Development

The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth. (Level 2)

Format: Three-hour Seminar. Please keep in mind that this course requires students to attend classes **regularly** and to actively participate in class. Also there is a group presentation each student **must** take part in! Those activities are integral to the pedagogical style of the course.

Course Prerequisites:

1.0 from Sociology courses at the 1000 level. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will 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

Assignments and Grading Structures:

Ongoing Preparation and Participation.....	5%
Group Presentation (TBS).....	15%
Mid-Term In-Class Test (October 18).....	25%
Case Study Essay Assignment (November 20).....	25%
Final Exam (TBS).....	30%

Required Readings:

1. Chappell, Rosalie. ***Social Welfare in Canadian Society (5th Edition)***. Scarborough: Nelson Thomson Learning. 2014.
2. ***Law and Social Policy: Selected Readings***. 2018. (Reading Package available from UWO Bookstore).
3. Kennedy-Kish (Bell), Sinclair, Carniol and Baines. ***Case Critical: Social Services and Social Justice in Canada (Seventh Edition)***. Toronto: Between the Lines. 2017.

PLEASE NOTE THE FOLLOWING STATEMENTS:

1. **In case Brescia University College might close due to hazardous weather conditions or other emergency circumstances and classes are not held:** examinations scheduled for the day or evening of a closing are cancelled and rescheduled. Deadlines for assignments and other submissions originally scheduled on the day of closure are postponed until the next scheduled Sociology 3333 F/G class on which Brescia is not closed. Assignments and other submissions will be made in person in class to the professor.
2. Sociology 3333F/G is designated as an essay course. According to Western’s regulations for essay courses, all half courses, designated at the 1000 level or above, must include written assignments (excluding examinations) totaling to at least 2500 words. Additionally, according to this regulation, students are **required** to demonstrate competence in essay writing in order to **pass** the course.
3. **Submission of Assignments:** All assignment due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (eg. illness, death in the family). **For each day** (Monday through Sunday) the

- assignment is late, the student will lose 2 marks out of total mark of the assignment: the assignment will be marked out of 100. Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted.**
4. **Laptop Use:** laptops are allowed BUT ONLY to be used to take notes, not for “chatting” on line or surfing the internet for non-class related information. The latter constitutes disruptive and disrespectful behaviour and is **not** acceptable. If instructor finds a person doing so, she will warn that student to stop such behaviour. If the student persists in that behaviour, he/she will receive a poor grade in the ongoing preparation & participation mark, regardless of his/her attendance and/or participation level in the class. Also, please **turn OFF** and **PUT AWAY** any cell phones, blackberry and other similar devices during class!!
 - 5 For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision as to whether or not accommodation will be granted. The policies governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.
 - 6 Electronic devices WILL NOT be allowed during tests/exams.
 - 7 Please note that grades **CANNOT** be adjusted on the basis of need. The mark in the course will be the mark that you earn. Tests and exams cannot be re-written nor assignments resubmitted to obtain a higher mark. There are no supplemental or bonus assignments. Marks will not be given to students via e-mail; only in person and will be posted in the course OWL, except for final marks –these will be available only through the Office of the Registrar.
 - 8 The instructor does **not** post lecture slides/notes online, therefore it is your responsibility to borrow notes from a classmate if you have missed a class and to find out about other important information that you missed during your absence.
 - 9 I will normally answer emails within 24 hours, but do not expect a reply during the weekend. If a question/comment requires a lengthy conversation, it might be best to see me in person during office hour or by appointment.

EXPLANATION OF ASSIGNMENTS & OTHER EVALUATION CRITERIA:

- A. **Ongoing Preparation & Participation (5% of Final Mark)**

Students are expected to attend classes, to do all required readings for that day in advance, to demonstrate comprehension and deep critical engagement with the assigned readings throughout the term and to actively participate in seminar discussions and all other class activities. Informed participation is required at a **regular** basis, and this means showing that you have done the readings through asking relevant questions, making useful comments, and contributing to group discussions/activities. It is important to pay attention to lectures, films shown in class, and to group presentations. Any **negative** activity is to be avoided, such as whispering to your classmates, being late, leaving early, texting, surfing the net during class, etc. Merely attending classes without actively participating will **not** grant you an above average mark (B). Conversely, missing or coming late to class, or leaving early, will **not** grant you an above mark (B) either. In order to expect a B or higher mark, you **must** regularly attend, actively and consistently participate in class discussions and activities, and refrain from disruptive behavior. If a student misses half of the classes, she/he will receive a failing grade in the Ongoing Preparation & Participation evaluation.

Brescia Competencies covered: Communication; Problem Solving; Inquiry and Analysis; Critical Thinking; Social Awareness and Engagement; Self Awareness and Development.

Learning Outcomes: 1, 2, 3, 4, 6.

B. Group Presentation (15% of Final Mark)

In groups of likely 4 students (depending on class size) there will be presentations on selected dates (see below). Students are free to form own groups and to choose the topic/population of interest for their presentation, but need to consult and obtain permission by the instructor on specific community organization profile. The dates of presentations will be randomly drawn. If the date that your group has drawn is not your preferred choice, you need to find another group that is willing to switch with you and tell the instructor of such an arrangement. The group will be presenting on a community organization profile that deals with topics/issues/themes relevant to the course.

Guidelines for the Group Presentation Assignment:

This assignment invites you to cultivate your citizenship skills by beginning to explore the connection between the sphere of law and community building/development.

Each group must obtain permission from instructor on the specific community profile they wish to present on. There cannot be duplication of profiles, therefore the sooner a group decides on their choice, the best is for them so to minimize the chance that another group has selected the same one. If more than one group chooses same profile and tells instructor at the same time, then there will be a draw to determine which group is assigned that particular one. The dates of the presentation will be selected by a draw. If you can find another group to

switch with you on a date, you are allowed to do so, as long as all members of respective groups agree and inform the instructor of such arrangement. The instructor will bring a schedule for people to sign in their names, dates, selected option and topic of profile presentation. The schedule will also be posted on the OWL.

On the date of the presentation, the group is to provide the instructor with a brief summary of their presentation (**1-2 single spaced typed pages**) and include in it a bibliography page of all sources consulted for the presentation.

The instructor will evaluate the presentation, **but feedback from class members will be solicited**. There is no opting out of presentation: if a student misses his/her own presentation, then he/she will receive 0, unless accommodation is made through the Academic Advisor for documented illness or death in the family. In that case, an alternative written assignment will have to be submitted and arrangements made with the instructor on details of such assignment.

The presentation will be evaluated on organization, clarity, quality of research of the community or case profile, originality, ability to engage with the class and energy.

The presentation is to last about 40 minutes. It will normally take place on the one hour class, therefore take note of the fact that it is a one hour class (50 minutes in actuality), so be prompt, concise, well organized, keep track of time. If using power point (you are not obliged to and can choose to present in any style you wish), I advise you to ensure ahead of time that all technology is in order and properly working, that at least one of your members comes early to set up, that you reserve all equipment through library, and **HAVE A BACK UP PLAN!!!** In case there is a problem with the technology, it is your responsibility to be prepared in advance and have a back up plan so that the presentation can proceed without major delays.

Your Group Task

Select a population or community of interest (e.g. youth, young offenders, Indigenous peoples, elderly, etc...). Identify a social need or issue faced by your community of interest. **Briefly discuss in this section what are some possible explanations for the existence of such a need/issue and how the Canadian State has dealt with such a need/issue.** With a preferable focus on the London area, explore the community-based services and resources available to your population of interest. After your initial investigation, **select a community-based agency that works with your population and do a profile of the agency.** Who are they? What do they do? What is the mission/goal of the agency? What is the agency doing in response to the social need you identified? What services do they provide? What challenges does the agency face in providing assistance? You are encouraged to supplement your research by investigating the specific programs they offer, the effectiveness of these, what challenges the agency faces and what could be done to reduce such barriers/challenges. If you are interviewing someone you need to have them sign an informed consent letter and the members of your group who are conducting the interview must complete the online tutorial on ethics of the Tri-Councils and provide the instructor with a copy of the tutorial certificate.

PLEASE READ THIS CAREFULLY: Each person in the group is to positively contribute to the overall project, to attend any meetings the group has set up to prepare for the presentation as well the one(s) scheduled by the instructor to be happening during class time(s) (see below), to promptly reply to email from group members, to collaborate and respect members of the group, to provide own section of the presentation to group members in a **timely** manner, and to notify group members in advance if there are any issues, or might miss a deadline set up by the group, or a meeting. PLEASE, if any issues, complications, conflict etc. arise, do contact the instructor **as soon as possible** so she can mediate and address these to her best ability. Do not wait until day before/of the presentation, or after presentation is done to tell the instructor that there have been some issues with group dynamics, as she cannot effectively or fairly address them at that point. This is a group project and it works efficiently and positively when **all** members collaborate, fairly contribute and are respectful of each other's time, perspective and needs. A reminder that, indeed, ability to collaborate in a team-based project is one the intended learning outcomes of this course.

Brescia Competencies covered: Communication; Problem Solving; Inquiry and Analysis; Critical Thinking; Social Awareness and Engagement; Self Awareness and Development.

Learning Outcomes: 2, 3,4,5,6,7.

C. Mid-Term In-Class Test (25% of Final Mark)

There will be an in-class test on October 18th, 2018. The test will cover all course material (readings, seminar discussions, presentations, films, etc.) starting from beginning of the course. The format of the test is mixed: it will include true/false questions, multiple choice questions and two short essay questions.

Brescia Competencies covered: Communication; Inquiry and Analysis; Critical Thinking; Social Awareness and Engagement.

Learning Outcomes: 1, 2, 3, 4, 5, 6.

D. Case Study Essay Assignment (25% of Final Mark)

Due November 20, in class. You are to submit a hard copy to the instructor in class as well as one online copy to be submitted to the OWL course page.

This assignment is to be 7 pages long, double-spaced in 12 Font Size, Arial or Times New Roman, properly referenced using the MLA style, and include a Works Cited page.

Instructions:

In this course we have critically examined the relationship between Canadian law and social policy and society, and questioned if/how these can address issues of inequities and discrimination. For this assignment you are required to select a marginalized group in Canada (e.g. Indigenous peoples; visible minorities, immigrants/refugees, sex workers...), and are not limited to those that we have directly covered in our course. Next, pick **either** a specific case law (criminal, civil, or family); for example the Mahar Arar case that dealt with immigration, or the Elizabeth Wettlaufer case that dealt with the elderly, or the Colten Boushie case that dealt with Indigenous youth), **or** a piece of legislation or social policy (can be either federal or provincial) that is either still in existence or of the recent (within last 10 years) past; for example, the federal Immigration and Refugee Protection Act and its Refugee and Humanitarian Resettlement Program, or the Bill C-36 *Protection of Communities and Exploited Persons Act* which deals with sex workers.

By using at least one source from our course texts **and 2 other** outside academic sources, you are to **critically** examine how your selected case law or piece of legislation has served the needs of that group: has it helped to address issues of inequity, discrimination, marginalization, or has it perpetuated systems of inequity, or introduced new challenges? If you believe it to be the latter, what do you and the literature you have reviewed suggest could be done to better deal with the issue you have pointed out in your paper?

Brescia Competencies covered: Communication; Problem Solving; Inquiry and Analysis; Critical Thinking; Social Awareness and Engagement.

Learning Outcomes: 1, 2, 3, 4, 5, 6.

E. Final Exam (TBS): There will be a final exam scheduled during the Final Examination Period in December. This will cover all course material, including group presentations, from October 23, 2018 until last day of classes. The format will be: a) defining and explaining sociological concepts; b) 1 long essay question.

Brescia Competencies covered: Communication; Critical Thinking; Inquiry and Analysis; Social Awareness and Engagement; Problem Solving.

Learning Outcomes: 1,2,3, 4, 5, 6.

Detailed Course Outline:

*Students: Please note that the following course outline is subject to revision. That is, throughout the semester, circumstances may arise that will alter the ordering of topics, the pace at which we move through the material and so on. **It is your responsibility to do all required readings and to attend classes.** If, for whatever reason, you are unable to attend class, please consult with your classmates to catch up on any administrative details, or course content you may have missed.*

WEEKLY TOPICS AND ASSIGNED READINGS:

September 6: Introduction to the Course

No Required Readings

September 10-14: Understanding Social Justice through Transformative Pedagogy

Readings:

Video: TBA

From Reading Package: "Active Citizenship is the Best Defence against Abuse of Power";

Kennedy-Kish (Bell), Sinclair, Carniol, & Baines, Chapter 3

September 17-21: Setting the Context: Understanding Social Welfare in Canada & Setting Up Groups

Readings:

Chappell, Chapter 1;

Kennedy-Kish (Bell), Sinclair, Carniol, & Baines, Chapter 4

September 24-28: An Introduction to Social Policy in a Canadian Context

Readings:

Chappell, Chapters 2 and 4

October 1-5: Social Agencies and the Delivery of Service

Readings:

Chappell, Chapter 5 only the section on Service Sectors: Public, Commercial, and Voluntary Domains (from pages 121-129), and whole of Chapter 6.

October 9-12 Fall Reading Week: NO CLASSES

October 16: Review Class and Groups Meeting to Prepare for Presentation: Attendance is Crucial!

October 18: Mid-Term Test in Class.

October 22 -26: Exploring the Relationship between Social Welfare and Social Change

Video – TBA, and

Readings:

Chappell, Chapter 8

From Reading Package: “Restorative Justice: Fundamental Principles”

October 30: Groups Meeting to Prepare for Presentations: Attendance is Crucial (Please note: if needed, due to class size, there might be a group presentation scheduled on this day instead)

November 1: Social Welfare and the Family & Women Abuse

Readings:

Chappell, Chapter 10

From Reading Package: “Young Women’s Experiences with Reporting Sexual Assault to Police”

November 6: Group Presentation

November 8: Addressing the Crises and Crimes of Youth

Readings:

From Reading Package: “Youth Crime: Causes and Responses”.

November 13: Group Presentation

November 15: Poverty and Moving Towards Liberatory Practices

Readings:

Chappell, Chapter 9

November 19-23: Indigenous Peoples and the Social Welfare System

Readings:

Chappell, Chapter 12

Kennedy-Kish (Bell), Sinclair, Carniol, & Baines, Chapter 2

November 27: Group presentation

November 29: Responding to Needs of the Elderly Population

Readings:

Chappell, Chapter 11

December 4: Group Presentation.

December 6: Last Class and Group Presentations.

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for

classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student “was seen for a medical reason” or “was ill” is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

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 (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). 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 eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

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 (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC 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: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

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 (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and

appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.