



French 2907A - ONLINE
Writing Workshop in French
September – December 2020

GENERAL INFORMATION

Course:	2907A (530)
Term:	Half year (0.5 course)
Year:	2020 (September–December 2020)
Delivery:	Online synchronous and asynchronous
Course Day and Time:	Synchronous Zoom meetings <u>Wednesdays 11:30-1:30</u>
Course Location:	Online Zoom meetings

If students cannot attend the class Zoom meetings on Wednesdays, or need extra practice, there may be additional meetings at times convenient for students. Zoom meetings are not compulsory but recommended.

INSTRUCTOR INFORMATION

Name:	Nadine de Moras
E-mail:	ndemora@uwo.ca
Office hours:	Mondays 11:30-12:30 Wednesdays 1:30-2:30 + appointments Office hours are being held virtually with Zoom

CURRENT CALENDAR COURSE DESCRIPTION

This course introduces students to effective writing practices. The emphasis will be placed on writing through analysis of texts of various genres, in-class exercises, peer workshops, journaling and short compositions. Students will learn effective strategies of composition, including revising, editing and proofreading written texts.

Prerequisite(s): French 1900E or 1910 or 1999 or permission of the Department.

(BRESCIA) COURSE DESCRIPTION

This course focuses on the practice and acquisition of writing skills: how to delineate which information is needed, how to evaluate the quality of information, write an outline (different types of outlines); how to write an introduction, a paragraph, a conclusion; how to quote and make a bibliography; how to use argumentation in a powerful way; how to improve language skills and proofread one's work.

Upon successful completion of this course, students will be able to identify some of the strategies used by authors, evaluate their writing, and will be able to write, using conventions necessary at an academic level. French 2907A is designed to enable students to increase their competency in written expression, and better understand the writing process.

REQUIRED COURSE MATERIALS

Required Texts:

Nadine de Moras (2010). *Guide d'écriture: La Composition de A à Z*. Nelson Education. ISBN: 0-17-647349-1 (One copy is available at the library)

Recommended

Bilingual dictionaries (online translation dictionary)

<http://www.wordreference.com/>

<http://www.linguee.com/>

Spellcheck and grammar check

<https://bonpatron.com/en/>

Conjugations

<https://leconjugueur.lefigaro>

LEARNING OUTCOMES

Upon successful completion of this course, students are expected to be able to:

- Write at a more proficient level by mastering the most basic writing mechanisms.
- Become familiar and more at ease with writing techniques.
- Demonstrate argumentation, organization and lexical competencies in performing different types of writing tasks.
- Demonstrate critical thinking and mastery of various writing competencies while evaluating peers.
- Exhibit greater confidence and proficiency in writing French.

BRESCIA COMPETENCIES

Upon successful completion of this course, students will be able to:

1. Demonstrate the communication competency by being able to:

- Consistently articulate relationships between points of development; distinguish one's ideas from those of others; distinguish facts from opinions.
- Use straightforward, grammatically correct and accurate language that conveys meaning.
- Deliver a clear central message with an appropriate and relevant content.
- Articulate ideas judiciously in paragraphs making ideas easy to follow and appreciate.
- Consistently support ideas through appropriate examples, evidence and argumentation following argumentation rules presented and studied in class.
- Apply appropriate conventions corresponding to the various types of writing tasks (research paper, writing a summary, cover letter, etc.).

2. Demonstrate the Inquiry and Analysis and Information Literacy competencies by being able to:

- Evaluate evidence to identify patterns, differences, similarities, limitations, implications, etc. and relate a particular case to writing conventions.
- Analyze one's own limitations and weaknesses, find the appropriate available information (in dictionary, grammar books, internet, etc.) to complement and develop knowledge and skills.
- Apply specific methods and writing rules; use appropriately accurate and formal vocabulary which was studied in class.

- Seek help when needed (ask questions to the professor, go to the writing center, etc.).
- Compare different writing styles and identify strategies to learn from observation for personally managing and mastering new writing skills.

3. Demonstrate the Critical Thinking competencies by being able to:

- Evaluate the acceptability of premises and the logical strength of arguments by analyzing various types of writing and peer writing.
- Reflect on different ways of presenting arguments and examples.
- Demonstrate critical thinking by evaluating the feedback of peers and professor, to change ways of approaching a task, change habits and put in practice appropriately the new concepts.
- Apply all the above to their own writing.

4. Demonstrate the Self-Awareness and Development competency by being able to:

- Accurately assess own emotional strengths and weaknesses, and reflect on the experience of emotion when self-monitoring during a writing task.
- Evaluate and respond appropriately to criticism and feedback; perceive adversity as an opportunity for growth, while being provided with constructive feedback for written assignments from peers and professor.
- Analyze own performance and use that information to improve both during and after given tasks (e.g. during peer-tutoring exercises, presentations, research and teaching).
- Evaluate progress toward goals, changing strategies as necessary; demonstrate broadened understanding about the use and importance of writing, and use what was learned in other classes.

EVALUATION (NO FINAL EXAM)

• Attendance, participation and engagement	10%
• Assignment 1: Outline, introduction and bibliography	10%
• Assignment 2: Full paper - Version 1 submit to peer and professor for review	7.5%
• Assignment 3: <i>Peer-assessment 1 on Assignment 2: Full paper</i>	10%
• Assignment 4: Full paper – Final Version (after peer review)	10%
• Assignment 5: Group work – Make a leaflet about Fanshawe Park	10%
• Assignment 6: Curriculum Vitae - Version 1- submit to peer and professor for review	7.5%
• Assignment 7: <i>Peer-assessment 2 on Assignment 6: CV</i>	10%
• Assignment 8: Cover letter	5%
• Assignment 9: CV - Final Version (after peer review)	10%
• Assignment 10: Reflection paper	10%

THERE IS NO FINAL EXAM

DETAILED DESCRIPTION OF EVALUATION

ATTENDANCE AND PARTICIPATION

10%

Attendance and participation during Zoom meetings are very important. Students can practice all concepts, and receive feedback before graded assignments. Zoom meetings are strongly recommended but not compulsory, especially if students cannot attend.

In this case, students will show participation by posting summaries of what they read, worked on, and noticed, as well as what is not clear on the assigned forums.

Assignment 1: Outline, introduction and bibliography

10%

The bibliography and the outline of the essay are its foundation and the introduction reflects the outline. I will provide students with feedback, so that they go in the right direction.

Assignment 2: Full paper - Version 1 to submit to peer and professor for review

7.5%

When we work, we often don't see our faults. The purpose of this assignment is to set a base and obtain feedback from peers and from me.

Because it is the first version of a full essay, numerous elements will need to be improved.

This is why the percentage of the assignment is lower.

Assignment 3: Peer-assessment 1 on Assignment 2: Full paper

10%

This assignment has a double purpose. The evaluators will use critical thinking skills and will put into practice what was learned in the course. They will also analyze what makes powerful writing.

They will improve their communication skills by explaining what was well done, what needs to be improved and how it can be improved, and do so in a positive way. The evaluated student will benefit from peer feedback, as peers provide a different feedback than the professor. Thus having suggestions from two persons will lead the students to improve their writing.

Assignment 4: Full paper – Final Version (after peer review)

10%

Taking into account the peer's and professor's feedback, the evaluated student will make the necessary changes to improve the quality of the initial version.

Assignment 5: Group work – Make a leaflet about Fanshawe Park

10%

Using the principles of argumentation studied in the course and pictures (taken by the instructor), the class will be divided in 4 groups which will concentrate on 4 aspects of the park, targeting different audiences. The purposes of this exercise is to practice focusing on the audience, examining the needs of a task, doing minor research, working on specialized vocabulary, working on a different type or writing, and working on esthetics and creative writing.

In the end, all groups will discover the work of other groups.

Assignment 6: CV - Version 1 to submit to peer and professor for review

7.5%

After finding a real job ad, students will craft a résumé for this specific job. Students will write a résumé for a field that will be useful in their career. This first draft will inevitably have flaws which should be noticed by the peer reviewer and the professor, thus giving the students directions to follow to improve their résumé, make it more convincing and impressive.

Assignment 7: Peer-assessment 2 on Assignment 6: CV**10%**

This assignment has a double purpose. The evaluators will use critical thinking skills and will put into practice what was learned in the course. They will also analyze what makes a powerful résumé. They will improve their communication skills by explaining what was well done, what needs to be improved and how it can be improved, and do so in a positive way. The evaluated student will benefit from peer feedback, as peers provide a different feedback than the professor. Thus having suggestions from two persons will lead the students to improve their résumé.

Assignment 8: Cover letter**5%**

After finding a job ad, following detailed directions, students will write a cover letter to go with the résumé, which they could theoretically use in real life

Assignment 9: CV - Final Version (after peer review)**10%**

Taking into account the peer's and professor's feedback, the evaluated student will make the necessary changes to improve the quality of the initial version.

Once the final version is completed, students should have a résumé and a cover letter ready to be sent and apply to real positions.

Assignment 10: Reflection paper**10%**

After the numerous readings, in class (zoom) and out of class, individual and group exercises; after giving feedback and receiving feedback from peers and from the professor, students should have improved immensely and have changed their views about what constitutes powerful writing.

This reflection paper will recapitulate the student's experiences, feelings, changes, struggles and successes. This paper will use the format and all the writing techniques studied in this class.

Assignments are submitted on Owl, in "Assignments" within time frame and submitted to "Turnitin".

COURSE CONTENT

The following concepts will be addressed in the course:

- Outline
 - Research, preparing to write
 - Selecting and analyzing information
 - Quotations and bibliography
 - Parts and paragraphs
 - Logic and connectors
 - Conclusion
 - Vocabulary of the academic essay
 - Argumentation and rhetoric
 - Adapting to the recipient
 - Cover letter
 - CV
 - Writing a report (peer-evaluation)
 - Writing a leaflet (and some creative writing)
 - Self-reflection paper
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COPYRIGHT AND INTELLECTUAL PROPERTY

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

EVALUATION BREAKDOWN

1. Communic. – Communication competency
2. Crit. thinking – Critical Thinking competency
3. InqAnPrSol – Inquiry and Analysis competency, and Problem Solving competency
4. SelfAw.Dvp – Self-Awareness and Development competency

Component	Weight	Learning Outcome	Brescia Competencies
Attendance, participation and engagement	10%	Analyze information Regular practice	1. Communic. 3. InqAnPrSol 4. SelfAw.Dvp
Assignments 1, 2, 3, 4, 5, 6, 7, 8, 9	80%	Find and select information Reflect, analyze, organize, convince	1. Communic. 2. Crit. thinking 3. InqAnPrSol 4. SelfAw.Dvp
1 reflection work	10%	Reflection on own's learning	1. Communic. 2. Crit. thinking 3. InqAnPrSol 4. SelfAw.Dvp

WHAT THE COURSE IS NOT ABOUT

There will be numerous and various activities in class and out of class activities, exercises, and essays aiming at practicing specific types of writing: But this is NOT a creative writing course.

Students are not required to do research the way they would do it in a literature class, for example. A minimum of content is required; however, the emphasis is NOT on the content, but on the form, structure, and on language accuracy.

This course concentrates on some aspects of writing, but cannot cover them all. This course gives general directions to improve what, in my opinion, are the most important types of writing: the academic essay, the cover letter, the CV and an advertising leaflet.

RATIONALE FOR THE SEQUENCE OF THE PARTS OF THE COURSE

The first parts of the course are the basics which are required to write an academic essay: do research, select information, organize information in parts and paragraphs, use argumentation effectively, use high caliber vocabulary and write a powerful introduction and conclusion.

Once general principles are mastered (argumentation, organization...), they are applied in different situations, in other types of writings: the cover letter, the CV and an advertising leaflet. Students will apply the same concepts, thus providing repetitions and practice, while doing experiential learning: real life situation exercises.

The final paper aims at reflecting at was learned, evaluate one's experience and practice one last time the main principles in a more "open" type of writing (self-assessment and reflection).

PARTICULARITIES OF STUDYING ONLINE

In class lessons are replaced with videos for students to watch. The lessons, exercises and work to do are explained on the Owl website, step by step. Students will have the same amount of practice as an in class course, with both oral practice during zoom meetings, and weekly assignments. The pre-recorded videos can be watched by students when they want, as many times as they want; and students can use the subtitle option that accompanies the videos.

ONLINE PROCTORING NOTICE

Tests and examinations in this course will be conducted using Zoom and Owl. You will be required to keep your camera on for the entire session, hold up your student card for identification purposes, and share your screen with the invigilator if asked to do so at any time during the exam. The exam session will not be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the system requirements for Zoom and Owl.

ACADEMIC ACCOMMODATION

Family medical issues, personal medical issues, family bereavement, or participation in university varsity sports teams will receive accommodation with appropriate documentation. Contact your academic advisor to determine whether your situation can receive accommodation.

Documentation may be required to be submitted to the academic advisor. The academic advisor, in consultation with the course instructor, will determine whether the accommodation is granted.

Travel plans, studying for other courses, not waking up, job interviews, and medical appointments are NOT acceptable reasons for missing classes.

- For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar. Students will need to provide documentation and contact an academic advisor.
 - Because assignments build on each other, assignments should be submitted no later than a week after the due date, if there is accommodation.
 - Whenever possible, students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days at ndemora@uwo.ca
 - Without official accommodation, late assignments will be assessed a penalty of 5% per day within a week of when it was scheduled. Failure to submit it within this time will result in 0% for the assignment in question.
 - Missed Zoom and forum participation will be given 0 (zero) after the 3rd missed attendance (2 can be missed without penalty).
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GENERAL COMMENTS

This is the “general” course outline.

The details of each assignment are in the coursebook and/or on Owl.

Some other details will be explained during Zoom meetings.

Dates	2907A - Weekly Organizer - Fall 2020	Chapitres à lire	Assignments
09- Sept.	Presentation of the course, professor and students. Important tools: the right boss, spell checker, dictionaries, conjugator...		
14-16 Sept.	-The principles of writing, the purpose, the audience, -Preparing to write. Finding Sources Ideas, content, research and quotations, note-taking, bibliography -The summary	Chapter 1 pp. 1-20 Chapter 2 pp. 21-40	
21-23 Sept.	-The main ideas, the outline	Chapter 3 pp. 41-55	
28-30 Sept.	-The introduction	Chapter 5 pp. 75-88	Assignment 1: the outline, introduction and bibliography
05-07 Oct.	-The body and paragraphs	Chapter 6 pp. 89-102	
13-15 Oct. (Mond.Oct.12 Thanksgiving)	-The conclusion	Chapter 7 pp. 103-114	Assignment 2: Full paper 1st version (submit 2 copies)
19-21 Oct.	-The argument. Facts, opinions, personal ideas	Chapter 4 pp. 57-74	Assignment 3: <i>Peer-assessment 1</i>
26-28 Oct.	-Improve vocabulary. Linking words and phrases (between parts and paragraphs)	Chapter 10, pp. 169-18	Assignment 4: Whole assignment 2nd version
02-04 Nov.	Reading week		
09-11 Nov	-Writing an advertisement leaflet -The CV (1) – Explanations, class practice	Documents to download Owl	Assignment 5: Group work – the leaflet
16-18 Nov.	-The CV (2) - Explanations, class practice	Documents to download Owl	Assignment 6: CV -1st version (submit 2 copies)
23-25 Nov.	-The cover letter	Documents to download Owl	Assignment 7: Peer Evaluation 2 Assignment 8: The cover letter
30 Nov. -02 Dec	-The CV (3) - Explanations, class practice		Assignment 9: The CV final version
07-09 Dec.	-Improving vocabulary; improving style		Assignment 10: Reflection work Dec 09

ZOOM MEETINGS DATES	
	On Wednesdays 2:30-4:30
0.5	Wednesday September 09
1	Wednesday September 16
2	Wednesday September 23
3	Wednesday September 30
4	Wednesday October 07
5	Wednesday October 15
6	Wednesday October 21
7	Wednesday October 28
	<i>Wednesday November 04 –Reading week)</i>
8	Wednesday November 11
9	Wednesday November 18
10	Wednesday November 25
11	Wednesday December 02
12	Wednesday December 09

2020-21 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements 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. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

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

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the 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;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate 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 fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. 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;

3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

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; please refer to the [Registrar's website](#), <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.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.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

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, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals 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/> . Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

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 obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

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.
