

UNIVERSITY OF WESTERN ONTARIO
BRESCIA UNIVERSITY COLLEGE
English 2033E Section 530: Children's Literature

Instructor: Dr. Dominick M. Grace
Telephone: 432-8353 ext. 28244
Class time: Wed. 11:30-2:30
Online, synchronous
Office Hours TBA

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NOTE: use either email or the OWL Messenger function to contact me, as I will not be physically on campus so will not have access to phone messages.

Course Description

English 2033E explores forms of and approaches to literature for children and young adults. A core of required texts by nineteenth- and early twentieth-century authors of significance to the historical development of children's literature will be supplemented by more contemporary classics and popular writings.

Texts

Texts with URLs are available at those online sites free of charge. Most of the other books are available in e-editions for Kindle and other e-readers or can be purchased online. If you are looking for hard copy, the recommended publisher's edition is indicated. The text list below subcategorized assigned readings into the order in which we will be studying them.

Origins: Fairy Tales

Andersen, Hans Christian. "The Little Mermaid." http://hca.gilead.org.il/li_merma.html

Grimm, Jacob and Wilhelm. *Fairy Tales*. <http://www.gutenberg.org/files/52521/52521-h/52521-h.htm> (selections)

Jeanne-Marie le Prince de Beaumont, "Beauty and the Beast."

<http://www.pitt.edu/~dash/beauty.html>

Perrault, Charles. *The Fairy Tales of Charles Perrault*.

<http://www.gutenberg.org/files/29021/29021-h/29021-h.htm> (selections)

Origins: Verse

Mother Goose's Melody. <http://www.dlib.indiana.edu/omeka/lilly/items/show/87>
(selections)

Origins: Nonsense

Carroll, Lewis. *Alice's Adventures in Wonderland*. available at <https://ia800300.us.archive.org/16/items/AlicesAdventuresInWonderland/alice-in-wonderland.pdf>

Lear, Edward. *Nonsense Books*. <http://www.gutenberg.org/files/13650/13650-h/13650-h.htm> (selections)

Picture Books

Barks, Carl, "The Prize of Pizarro." in *Uncle Scrooge* issue 26. Dell.
<https://readcomiconline.to/Comic/Uncle-Scrooge-1953/Issue-26?id=57883>

Munsch, Robert. *The Paper-Bag Princess*. Annick.

Potter, Beatrix. *The Tale of Peter Rabbit*. Warne. Available <https://freekidsbooks.org/wp-content/uploads/2017/01/Peter-Rabbit-FKB-Kids-Stories.pdf>

Sendak, Maurice. *Where the Wild Things Are*. HarperCollins

Fantasy

Le Guin, Ursula K. *A Wizard of Earthsea*. HRH.

Lewis, C. S. *The Lion, The Witch, and the Wardrobe*. HarperCollins.

Tolkien, J. R. R. *The Hobbit*. UK General Books.

Girls Book

Burnett, Frances Hodgson. *The Secret Garden*. Available at <https://www.gutenberg.org/files/113/113-h/113-h.htm>

Montgomery, Lucy Maud. *Anne of Green Gables*. Available at Planet Ebook
<https://www.planetebook.com/ebooks/>

Boys Book

Twain, Mark. *Adventures of Tom Sawyer*. Available at Planet Ebook
<https://www.planetebook.com/ebooks/>

Sex and Death

Barrie, J. M. *Peter Pan*. Bantam. Free PDF available at <https://freeditorial.com/en/books/peter-pan--2>

White, E. B. *Charlotte's Web*. Harper Trophy.

Realism

Fitzhugh, Louise. *Harriet the Spy*. Dell

Young Adult

Collins, Suzanne. *The Hunger Games*. Scholastic.

Methods of Evaluation

Participation:	15%
Essay One:	15% (1000 words)
Journal	15% (approx. 1500 words)
Essay Two:	20% (2500 words)
Final Exam	35%

Note: You must pass the written term work AND the final summative assignment to pass the course. A passing grade is 50% or higher

Course Objectives

By the end of the course, successful students will

1. Have a grounding in the roots, history and development of children's literature as a genre (inquiry and analysis competency);
2. Have a basic understanding of the competing theories of childhood that inform children's literature (inquiry and analysis competency);
3. Recognize and understand the conventions of the various classes/categories/genres of children's literature, such as picture books, fairy tales, nonsense literature, fantasy, anthropomorphic literature, the quest narrative, the boy's book, the girl's book, the bildungsroman, etc. (inquiry and analysis competency);
4. Develop a knowledge and understanding of several classic and contemporary works of children's literature (inquiry and analysis competency);
5. Be able to express that knowledge and understanding in different ways, such as in responding to quiz and test questions, analyzing specific passages, and writing essays (communications competency; inquiry and analysis competency; critical thinking competency);
6. Be able to communicate their ideas clearly and effectively in written form, using correct grammar and logical essay structure (communications competency);
7. Understand and be able to apply literary terms and concepts to the texts studied (critical thinking competency; inquiry and analysis competency);

8. Be able to develop and express their own ideas and interpretations of the texts studied (communication competency;

9. Understand how children's literature helps to guide, shape, and determine social values for young readers (social awareness and engagement competency; valuing competency; self awareness and development competency).

STATEMENT ON 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.

English 2033: Class Schedule 2021

Sept. 8	Introduction
Sept. 15	Perrault , “Little Red Riding-hood,” “The Sleeping Beauty in the Woods,” “Cinderella”; Brothers Grimm , “Ash-Maiden,” “Little Briar-Rose,” “Hansel and Grethel”
Sept. 22	Mme de Beaumont , “Beauty and the Beast”; Andersen , “The Little Mermaid”
Sept. 29	selections from <i>Mother Goose’s Melody</i>
Oct. 6	Selections from Lear, <i>Nonsense Books</i>
Oct. 13	<i>Alice’s Adventures in Wonderland</i>
Oct. 20	continued
Oct. 27	Munsch, <i>The Paper-Bag Princess</i> ; Potter, <i>The Tale of Peter Rabbit</i>
	ESSAY ONE DUE
Nov. 10	Barks, “The Prize of Pizarro”; Sendak, <i>Where the Wild Things Are</i>
Nov. 17	Lewis, <i>The Lion, the Witch, and the Wardrobe</i>
Nov. 24	continued
Dec. 1	Tolkien, <i>The Hobbit</i>
Dec. 8	concluded
Jan. 12	Le Guin, <i>A Wizard of Earthsea</i>
Jan. 19	continued
Jan. 26	Burnett, <i>The Secret Garden</i>
Feb. 2	continued
Feb. 9	Montgomery, <i>Anne of Green Gables</i>
Feb. 16	continued
Mar. 2	Twain, <i>The Adventures of Tom Sawyer</i>
Mar. 9	continued
	ESSAY TWO DUE
Mar. 16	Barrie, <i>Peter Pan</i>
Mar. 23	White, <i>Charlotte’s Web</i>
Mar. 30	Fitzhugh, <i>Harriet the Spy</i>
	JOURNAL DUE
Apr. 6	Collins, <i>The Hunger Games</i> conclusion

CLASS POLICIES: ENGLISH 2033

Literary Studies

Literature is by its nature exploratory. It pushes against conventions, assumptions, limits, and even good taste. Literary texts may be culturally, morally, politically, racially, socially, religiously, ideologically, and/or linguistically or otherwise offensive to some. In taking this course, you agree to expose yourself to material that you may find offensive and agree to read all required work and do all required assignments, even if the materials involved are offensive to you. It is understood that literary analysis and evaluation can include consideration of what is offensive and why, within the context of reasoned discussion and civil debate.

General Requirements

You may from time to time during the course receive direction to avail yourselves of University services and resources, or to engage in activities and pursuits outside the confines of the university, as part of the requirements for this course. Failure to follow such direction will be taken into account and may have a detrimental impact on your grade. It is understood that such requirements will be directly relevant to the materials being studied or to your progress as a student and that such directions will not be unduly onerous or burdensome.

Attendance

The academic calendar states that frequent absence from class can lead to students being “debarred from taking the regular examination in the course.” In other words, you may fail a course for missing classes. I take attendance, and I take absenteeism into account when calculating final grades. Students arriving after or leaving before I have taken attendance will be marked absent for that day; attending class means attending the whole class. Attendance is expected. However, because this is an online class, and we will have to negotiate how we are covering materials, what constitutes “attendance” will be determined in the first class.

Academic Accommodation

See the attached document on Brescia policies for the rules governing academic accommodation for illness. Situations not covered by that policy (e.g. assignments worth less than 10%, or late or non-submission without academic accommodation) are covered as appropriate below.

Essays

Due dates for essays are included on the course schedule. Assignment topics will be provided well in advance of the due date. Consequently, you are expected to be aware of deadlines and to observe them; few excuses for lateness are acceptable under these circum-

stances. The pressure of other work is not an acceptable excuse for lateness, as the point of giving you your deadlines in advance is to allow you to plan your schedule accordingly. **Late assignments will be accepted but will be penalized 2% per day, including weekends**, unless academic accommodation has been granted. Apologizing for lateness or asking if you can submit the essay a day or two late will in no way affect this policy. **Essays MUST be written to conform to the MLA guidelines for research papers. Failure to conform to the MLA guidelines will be penalized.** Essays should be submitted either via the Assignments tab, via the Dropbox tab, or directly to me via email. All essays submitted on time will be returned promptly (usually within three weeks of submission) and will include, on return, written annotations throughout and a general commentary following the essay. Late essays will be returned eventually; in addition to having grades deducted, late papers will receive little or no written commentary. Where research requirements are specified, failure to observe them will be penalized; it is incumbent on you to begin work sufficiently in advance of the due date to meet the assignment requirements.

Participation

Since this class is being offered online, participation in the usual way is impossible. However, direct engagement with class material and with each others' ideas is important to learning. Consequently, all students will be expected to make a minimum of TWO contributions to the Forums discussions per week. Contributions may consist of original posts expressing your own ideas, questions for the class to consider, answers to questions, and/or responses to comments posted by others. Five per cent will be based strictly on the number of submissions you make—e.g. if you submit on average only one response per week, you will receive 2.5 rather than 5. The other 10% will be qualitative, based on the level of engagement and insight shown in your contributions.

Journal

One of your assignments for this course is a journal. I want you to document your changing experience of children's literature as the term progresses. Your journal will be due one week before the end of classes—that is, March 23, 2022. Ideally, each time you work on the course, whether reading the assigned works or doing research, or even watching a film adaptation, you should make a journal entry, but at a minimum, do one entry per week during your reading and during the period of class discussion. Entries need not be long, but CAN be as long as you wish (within limits—e.g. don't write twenty-five entries of 1,000 words each!). At a minimum, each entry should be two to three paragraphs, if you are writing one per week, but may be shorter if you are making more frequent updates. Journal entries need not be written in formal English but should be grammatically correct (more or less), employ correct spelling, and so on.

What should you record?

1. Initial impressions/thoughts, perhaps even prior to beginning (e.g. "One look at the cover and the thickness of this book, and I knew I was in trouble. . . .," or "Having watched the recent TV series version, I approached *Anne of Green Gables* with [fill in your own term]").

2. Responses as you read. How do the works make you feel? Can you not wait to find out what happens next? Do you hate the characters? IMPORTANT: consider *what* about the material makes you respond as you do; reflect on what your responses say about your own preferences, biases, etc. OR (if for instance you are doing some research), is the critical study useful? Comprehensible? OR does the alternative version/adaptation reveal possibilities you had not considered before? Do you agree/disagree with the interpretive choices? Etc.

3. *Changes* (if any) to your response as you read (e.g. "I was bored by *Tom Sawyer* until x happened, but then. . ." or, "Initially, I was puzzled about what was going on, but as the narrative developed," etc.) Consider what about the material you are considering might lead to these changing responses.

4. Thoughts about how (if it happens) you discover ways that ideas we discuss in class turn up elsewhere in your life (e.g. "I hadn't thought about the implications of how anthropomorphic animals are used in commercials until we read x"; or "A movie/TV show I was watching clearly echoes this aspect of *The Hunger Games*" etc. What is significant about such connections? Why is it significant?

5. What (if anything) about your responses to children's literature change as a result of your experience of course content.

6. Anything else that strikes you as germane or relevant during the reading/studying process. This might include how looking at secondary sources influences your thoughts, random connections you noted in the world while reading, etc.

Examinations

There will be a final exam for the course, scheduled during the examination period.

Academic Standards

As a university student, you are expected to meet certain requirements in your work. First, you are expected to use the English language clearly and correctly (see the Academic Calendar for University policies on English language proficiency). Grammatical errors or infelicities in your writing will have a significant impact on your grade. You are expected to use formal language, not colloquial language. Second, as an English student you are expected to follow MLA guidelines for essay writing; matters of format will be referred to as the "mechanics" of writing in class and in comments on essays. Third, you are expected to have a thesis and to build an argument that will provide reasonable evidence and analysis sufficient to convince the sceptical reader of the validity of your position. You are not expected to summarize the plot of the work you are discussing, to repeat what we have done in class, or to toe a particular line. Overall, there are three broad areas in which you must show competence: grammar, mechanics, and analysis. A guide to how work is evaluated follows.

A: "A" work is exceptional. To earn an "A" you must handle the mechanics of essay writing perfectly or nearly so; work must conform to MLA requirements and must be grammatically correct (or nearly so), clear, formal, and elegant. "A" work has a well-defined thesis, is carefully and clearly structured, makes excellent use of evidence from primary and secondary sources, and provides an argument that goes significantly beyond the information provided in class: you cannot earn an "A" by telling me what I have told you.

B: "B" work is above average/average. To earn a "B" you must write well, making few grammatical errors; you may slip occasionally, but infrequently. Major errors, such as sentence fragments, dangling participles, misplaced modifiers, etc., are not acceptable and will pull your grade down to, at best, low "B" range. "B" work will be fairly well-organized and argued but will probably miss some important aspect of its case. Overall, it will make good use of evidence from the primary text, and perhaps from secondary materials, but will not fully capitalize on the best material available to prove its case. It will be less adventurous than "A" work, closer in theme and content to the "safe" material (e.g. perspectives explored in class or readily available in the bulk of the critical material).

C: "C" work is average/below average. "C" work will probably suffer from numerous writing problems, both grammatical and mechanical, which will probably affect clarity. The structure of the argument will probably be unclear, due to an insufficient introduction, an illogical linking of arguments, or a loose linking of points. When your argument consists of a sequence of points treated more as a list than as a coherent structure, you are likely working in the "C" range. "C" work tends not to use evidence well, either because it integrates evidence poorly into the essay, because it misinterprets the evidence in some way, or because it does not use any direct evidence at all. The thesis in "C" work will probably be overly general, vague, or simplistic; the argument will be similar.

D: "D" work is below average/poor. "D" work will be weak grammatically and mechanically. Numerous major and minor grammatical errors will occur. Clarity will be a problem in the essay. Evidence, if used at all, will be poorly integrated and poorly evaluated, though it may be of some relevance to the topic. The argument will be poorly structured and/or unclear; links between ideas will not be evident, and the ideas themselves may not seem related to the central topic. Important arguments will be missed, as will important evidence; the interpretation may be based in a misreading of the text under discussion.

F: "F" work is very poor. "F" work will suffer from severe writing limitations. What is meant will often be difficult or impossible to determine. The mechanics will be nonexistent, or so poorly handled as to be incoherent. The thesis will be vague to the point of banality, or simply wrong. Evidence will not appear or will be misused significantly; "F" work will show a fundamental lack of understanding of the topic and/or work under discussion. The argument will probably be poorly structured; elements of it will seem to be irrelevant to the topic. Significant evidence will be missed, or misused if it appears. Significant errors will probably occur with evidence use, including the misquotation or even misrepresentation of your text. Clear conclusions will be lacking, or will be so self-evident as to be meaningless.

(e. g. "Therefore, if Max hadn't gone to visit the wild things, everything would have been different").

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](#) can be found at

https://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

(https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&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

(https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <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 **Health & Wellness at Brescia**

(https://brescia.uwo.ca/student_life/health_and_wellness/index.php) 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 https://brescia.uwo.ca/safe_campus/sexual_violence/index.php .

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.
