

The Craft of Inquiry

School of Behavioural and Social Sciences

General Information

Course #:	Sociology 4496E
Section #:	530
Term:	Fall-Winter
Year:	2021-2022
Delivery Type	In-person
Course Day and Time:	Fridays 11:30 to 2:30 p.m.
Course Location:	BR-UH26

Instructor Information

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Office hours:	Wednesdays 2:00 to 3:00 p.m.
Office location:	BR-UH28

Course Description

While methods textbooks often present the research process in a recipe-like fashion, the reality of social inquiry is that it is a craft that needs to be cultivated through direct and on-going experience. The Craft of Inquiry focuses on teaching you how to bridge the divide between theory and research by demonstrating, in an applied fashion, the interplay between theoretical assumptions and inquiry. In our course you will be focusing on learning about and applying qualitative, ethnographic research and interpretive theory. To accomplish this, you will be engaged in firsthand research that will call on you to combine theory and method in order to build rich, empirical statements about the social world. In working with the theoretical, methodological, and substantive literature in your area of interest, you will see your own research project through from start to finish. As such, you will be responsible for developing a research proposal and ethics statement, reviewing literature relevant to your chosen topic, collecting and analyzing data, and producing a final research report and presentation. This course represents a significant culmination of your undergraduate training. The aim of the course is to solidify your ability to craft worthwhile empirical insights about the social world and showcase your skills at developing theoretically informed social research.

Prerequisites: Enrollment in fourth year of one of the Honors Specializations or Honors Double Majors in Sociology, Community Development, or Family Studies, or permission of the instructor.

Required Course Materials

1. Kleinknecht, Steven W., Lisa-Jo K. van den Scott, and Carrie B. Sanders, eds. 2018. *The Craft of Qualitative Research: A Handbook*. Toronto: Canadian Scholars. **(KV&S)**
2. Puddephatt, Antony J., William Shaffir, and Steven W. Kleinknecht, eds. 2009. *Ethnographies Revisited: Constructing Theory in the Field*. New York: Routledge. **(PS&K)**
3. Material on OWL Sakai site for this course. **(OWL)**

It is essential that you keep up with the readings. Readings listed in the class schedule (see below) are to be completed before the classes for which they are assigned so that you can fully participate in seminar discussions. You will be expected to incorporate this material into your projects and discuss and work with the ideas from the readings in class.

Learning Outcomes

By the end of this course you will be able to:

1. Participate knowledgeably in constructive discussion about theory, research, and ethics;
2. Demonstrate the link between theory and research;
3. Collect ethnographic data using field research and in-depth interviewing;
4. Assess the challenges of collecting and analyzing ethnographic data;
5. Analyze data using qualitative coding techniques;
6. Construct conceptual ideas through inductive theorizing;
7. Deliver a clear and effective oral presentation; and,
8. Compose a scholarly ethnographic research paper.

Brescia Competencies

You will develop the Brescia competencies at an advanced level in this course. The Brescia competencies include:

Communication

The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media.

Critical Thinking

The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis

The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events.

Problem Solving

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.

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 values and their impact on others and make a commitment to personal growth.

Social Awareness and Engagement

The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

Valuing

The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

Expectations of Students

E-mail

I will not be answering questions regarding course material (e.g., definitions of concepts, differences between theoretical perspectives, etc.) via e-mail. I find that these types of questions are best answered by meeting in person. I suggest that you use e-mail for addressing administrative issues about the course and arranging to meet with me. I will do my best to respond to e-mail messages within 24 hours. Please use "Sociology 4496E" as part of the subject line. I also encourage people to setup and use their UWO e-mail account for school business.

Office Hours

Do not hesitate to make an appointment to meet with me. I am here to help with any questions you might have. This time not only serves as a great way to clarify understandings of the course material, but I also enjoy talking with people about sociology in general, educational pursuits, and career aspirations. If you are unable to make it to my office hours I will usually be around after class, or you can make an appointment to meet with me.

Classroom Etiquette

Please respect your classmates and your instructor. To help everyone stay focused keep cell phones turned off and put away and use computers only for class related activities. If there is a problem with classroom conduct you may be asked to leave for the duration of the class.

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

Class Participation (10%)

Course Learning Outcomes: 1, 2, and 4.

Brescia Competencies: All.

Much of this course will involve class discussion regarding issues presented in the readings and the insights you develop and obstacles you encounter during your research. Therefore, you will be expected to come to class prepared to discuss the readings and your research, and provide feedback to your classmates about their projects. In addition, during class you will be working both individually and in groups to carry-out exercises designed to extend your knowledge of course material through direct application of research techniques and creative theorizing. Should you wish to seek accommodation for missed classes, you must do so through your Academic Advisor.

Online Seminar Presentation (10%)

Course Learning Outcomes: 1, 2, 4, and 7.

Brescia Competencies: Communication, Critical Thinking, Inquiry and Analysis, Self Awareness and Development, and Social Awareness and Engagement.

Working individually, you will develop a brief presentation (approx. 15 minutes) and facilitate discussion on one of the course topics (please note that presentations will be done online). For your seminar you will draw on readings for a given topic from the class schedule marked with a ❖. I will provide additional details and guiding questions to help you in developing your seminar. By working with the material in this way you will acquire a deeper understanding of the theoretical and methodological ideas important to ethnographic research and interpretive theory.

Research Project

Ethnographic research is predicated on the researcher's ability to gain an inside look at how people go about their lives. In doing so, the goal for the researcher is to achieve a sense of *intimate familiarity* with people and their social settings. This can only be accomplished by getting close to those whom we are attempting to understand. Adopting the perspective of "the other," through in-depth inquiry with them in their social settings provides us with the opportunity to more fully appreciate the world from their perspectives. This will be your goal in carrying out your research project. Although ethnographic research is quite demanding, the reward of acquiring an up-close look at how people experience the world and go about their everyday lives is without comparison. The underlying philosophy of this project, and the course more generally, is that a

hands-on approach is essential for learning the ins and outs of collecting and analyzing qualitative data. This project will allow you to better appreciate ethnographic research and interpretive theory through direct and sustained application of different qualitative research and analysis techniques.

A brief overview of the various project components is presented here. Detailed instructions will be provided and discussed in class.

Research Proposal and Ethics Application (20%) – Due October 15. Upload your work to Turnitin and hand in a hard copy.

Course Learning Outcomes: 2, 3, and 4.

Brescia Competencies: All.

To help generate a research plan, consider ethical implications, and communicate your ideas, you will be submitting a research proposal and ethics application that clearly outline the direction you plan to take your research in and foresee ethical and feasibility concerns that might arise as the project progresses.

Data Transcript & Reflection Submissions (20%) – Due December 3 and February 25

Course Learning Outcomes: 2, 3, 4, 5, and 6.

Brescia Competencies: All.

You will periodically submit interview and field note transcripts, along with methodological, conceptual, and substantive reflections, to permit ongoing feedback from me regarding the data collection and analysis processes. The expectation is that you will submit 3 transcripts per due date (i.e., 3 interview transcripts, 3 field note transcripts, or a combination of 3 interview and field note transcripts).

Research Presentation (10%) – Given on March 18 or 25

Course Learning Outcomes: 1, 2, 3, 4, 5, 6, and 7.

Brescia Competencies: All.

At the end of the course you will be showcasing your research projects by presenting them to the class as part of a research symposium—a class mini-conference. This experience will provide you with an excellent opportunity to share your research findings and hone your presentation skills in a supportive environment. Characteristic of an academic conference, you will provide a brief (12 to 15 minutes) presentation and receive constructive feedback from your classmates.

Final Paper (30%) – Due April 1. Upload your work to Turnitin and hand in a hard copy.

Course Learning Outcomes: 2, 3, 4, 5, 6, and 8.

Brescia Competencies: All.

Your final paper represents the culmination of your research experience. You will use journal article format to present the findings of your project. Your submission will include the following

components: abstract, introduction, literature review, methods, findings, conclusion, and references.

Late Penalty: Any project component that is submitted late will incur a 5% penalty per day.

To be successful at carrying out your project it is important to engage in your research on an on-going basis and be ever mindful of your ethical commitments to project participants. It is incumbent upon you to ensure “minimal risk” to all those involved in the project. The weekly class meetings, course materials outlined in the class schedule, and your professor and classmates more generally will help to prepare you for and see you through your project.

Academic Accommodation

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.

For course components worth less than 10% of the total course grade, documentation will be required. Medical or other supporting documentation should be submitted to your Academic Advisor.

Course Content

September 10. **Introduction: Course Overview & Meeting your Classmates**

- KV&S: Introduction: Invitation to the Craft of Qualitative Research
- *Start thinking about a research topic that you would like to investigate through ethnographic methods and interpretive theory. It must be ethical and feasible.*

September 17. **Developing an Interpretivist Ethnographic Understanding of Social Life**

- OWL: Ch. 1. Studying the Human Condition in Prus, Robert. 1997. *Subcultural Mosaics and Intersubjective Realities: An Ethnographic Agenda for Pragmatizing the Social Sciences*. New York: SUNY Press.

September 24. **Planning Your Project**

- KV&S: pp. 7-9. Planning Your Project
- KV&S: Ch. 1. “The Person Behind the Research”: Reflexivity & the Qualitative Research Process
- KV&S: Ch. 2. The Role of Unpredictability in Ethnographic Research
- KV&S: Ch. 3. Collateral Damage: Preparing Your Friends and Family for Your Ethnography

October 1. **Ethical Issues**

- OWL: Ch. 10. Qualitative Research in *2nd edition of Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*.
- KV&S: pp. 43-45. Navigating Ethical Dilemmas
- KV&S: Ch. 5. Living Your Ethics: “It’s” Not Just a Dusty Document
- KV&S: Ch. 8. Social Regulation and Ethics in Research

October 8. **Gaining Access**

- ❖ KV&S: pp. 75-77. Managing Insider/Outsider Status While Gaining Access
- ❖ KV&S: Ch. 9. An Insider's Perspective on Research with Policewomen in Canada
- ❖ KV&S: Ch. 10. Politics and Tensions of Doing Transgender Research: Lessons Learned by a Straight-White-Cisgender Man

October 15. **Doing Observation**

- KV&S: pp. 141-143. Doing Observation
- KV&S: Ch. 19. Reconsidering Relations in the Field: Attending to Dominance Processes in the Ethnographic Encounter
- KV&S: Ch. 20. Minding the Gap at the Limits of Observation
- **RESEARCH PROPOSAL AND ETHICS APPLICATION DUE (20%)**

October 22. **Establishing Trust and Rapport**

- ❖ KV&S: pp. 105-106. Experiencing Emotions While Establishing Trust and Rapport
- ❖ KV&S: Ch. 15. Personal Reputation as an "In" to Field Research Settings
- ❖ KV&S: Ch. 16. "You Are Not Allowed to Be Here...": Ethnography of Rejection, Shame & Hurt

October 29. **Doing Interviews, I: Preparing for & Conducting In-depth Interviews**

- ❖ KV&S: pp. 175-177. Doing Interviews
- ❖ KV&S: Ch. 22. "Show and Tell": Using Objects as Visual Interview Guides in Qualitative Interviewing
- ❖ KV&S: Ch. 24. "Opening Access" to Open-Access Editors: Communication Technologies in Long Distance Interviewing

November 5. **Fall Reading Week**

November 12. **Doing Interviews II: After the Interview & Issues in Qualitative Interviewing**

- ❖ OWL: Warren et al. 2003. "After the Interview." *Qualitative Sociology* 26(1):93-110.
- ❖ OWL: Ostrander, S. 1993. "'Surely you're not in this just to be helpful:' Access, Rapport, & Interviews in 3 Studies of Elites." *Journal of Contemporary Ethnography* 22(1):7-27.

November 19. **Collecting Other Forms of Data**

- ❖ KV&S: pp. 215-217. Collecting Other Forms of Data
- ❖ KV&S: Ch. 27. Listening to Streets and Watching Paint Dry: Collecting Other Forms of Data
- ❖ KV&S: Ch. 31. Collecting Social Media Data in Qualitative Research

November 26. **Taking Stock & Moving Forward**

- *Consider what you have accomplished and where your research will take you next.*
- OWL: Becker, Howard S. 1967. "Whose Side Are We On?" *Social Problems* 14:239-247.

December 3rd

- **FIRST DATA TRANSCRIPTS DUE (10%)**

January 8. **Theorizing & Conceptual Development in Ethnography**

- PS&K: Introduction: Exercises in Reflexivity: Situating Theory in Practice

January 15. **Developing Grounded Theory**

- ❖ PS&K: Ch. 1. Learning How to Speak of Sadness
- ❖ PS&K: Ch. 2. Recollecting Good and Bad Days

January 22. **Working with Sensitizing Concepts**

- ❖ PS&K: Ch. 4. Improvising on Sensitizing Concepts
- ❖ PS&K: Ch. 6. Behind the Conceptual Scene of Student Life and Exams

January 29. **Extending Theoretical Frames**

- ❖ PS&K: Ch. 9. Researching Alcoholics and Alcoholism in American Society
- ❖ PS&K: Ch. 11. Telling Tales about How Concepts Develop: Stories from Ethnographic Encounters with the Moog Synthesizer

February 4. **Conceptualizing Community & Social Organization**

- ❖ PS&K: Ch. 13. On Piecing the Puzzle: Researching Hassidic Jews
- ❖ PS&K: Ch. 14. Using a Gestalt Perspective to Analyze Children's Worlds

February 11. **Challenging Established Wisdom**

- ❖ PS&K: Ch. 16. Making Theories from Water; or, Finding Stratification in Competitive Swimming
- ❖ PS&K: Ch. 17. Solving the Mysteries of Shelter Work for the Battered Woman

February 18. **Reading Week**

February 25. **Analyzing Ethnographic Data**

- KV&S: pp. 253-255. Analyzing Your Data
- KV&S: Ch. 33. Making Sense of Your Data: From Paralysis to Theoretical Engagement
- KV&S: Ch. 35. Analyzing Materiality
- **SECOND DATA TRANSCRIPTS DUE (10%)**

March 4. **Writing an Ethnographic Research Paper**

- KV&S: pp. 333-335. Disseminating Your Findings to Scholars and Other Audiences
- KV&S: Ch. 43. Promoting Qualitative Research in the Public Sphere: Lessons Learned from Online Criticisms
- KV&S: Ch. 45. Disseminating Qualitative Research in Media

March 11. **Leaving the Field**

- ❖ KV&S: pp. 301-303. Leaving the Field
- ❖ KV&S: Ch. 37. Leaving the Field/Can You Leave the Field?
- ❖ KV&S: Ch. 40. On (Still) Being Emotionally Attached to the Field

March 18 and 25. **Ethnographic Research & Interpretive Theory Symposium - Online**

- **ONLINE RESEARCH PRESENTATION (10%)**

April 1. **Course Wrap-up & Discussion**

- **FINAL PAPER DUE (30%)**

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](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) 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.
