



Department of English and Cultural Studies
English 3333E (2019/20)

Basic Course Information

Course Number: 3333E

Course Name: Forms of Adaptation: A Critical Making Course

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

Instructor Names: Prof. Scott Schofield, Prof. John Vanderheide

Office and Telephone numbers:

Schofield: V129; 519 438 7224x.221

Vanderheide: A203; 519 438 7224x.607

Email addresses:

Schofield: sschofi4@uwo.ca

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Scheduled Class Times: Mon. 3:30-5:30, Wed. 2:30-3:30 HUC W112

Office Hours:

Schofield: Mondays 12:30-2:30 or by appt.

Vanderheide: Mondays 12:30-2:30 or by appt.

General Course Description

An event-based course where students disseminate their ideas in a public forum. Possible examples may include: an undergraduate conference, a dramatic performance, a community-based roundtable, an interactive website.

Specific Focus:

In this team-taught “event-based” course, students combine traditional reading and researching in literary and cultural studies with a community-based research and “critical making” component. The core theme of the course is ADAPTATION, and its centrality in literary history and modern culture. Exploring different forms of adaptation in a variety of literary, theoretical and other texts, students will engage in traditional and community-based research and a number of possible critical making activities. Our study of forms of textual adaptation will revolve around T.S. Eliot’s classic modernist poem, *The Waste Land*. On the one hand, *The Waste Land* remains shocking in its unprecedented newness, in its strange and difficult mix of voices and narratives. But on the other, the poem is self-consciously traditional, an unconventional adaptation of the literary and theological traditions of Indo-European civilization: everything from ancient Greek mythology, Judeo-Christian and Hindu Scriptures, medieval Grail legend and all the way to texts of modern philosophy and politics. Students will also explore how Eliot’s own adaptations of these texts and these early traditions differ from both his predecessors such as Ovid, Dante or Shakespeare, his contemporaries such as Mansfield and Woolf, or later writers

such as Atwood and Walcott. Part of the research into the “after-history” of the poem will very likely involve the examination, critique and adaptation of a recent digital app of Eliot’s poem produced by Faber and Faber. Students may study and critique the app, and make use of these critiques when building their own digital adaptations.

- Our study of media adaptation (such as the adaptation of literature to cinematic and digital media) will be informed by media studies scholarship spanning decades, going back to T.S. Eliot’s contemporaries, such as Walter Benjamin, and by current scholarship in the field, right up to such towering figures in posthumanism, book studies and digital humanities as N. Katherine Hayles.

Course Learning Objectives

Successful students who complete the course will:

- Develop a critical understanding of T.S. Eliot’s poetry, focused on *The Waste Land*: its cultural significance, its place in literary history, its reception in literary criticism, its adapted sources and poetic techniques
- Develop a critical understanding of the scope and significance of practices of textual and media adaptation in general, in cultures of the past and our own
- Apply this understanding of adaptation in making and performing adaptations of their own
- Develop a critical understanding of the place of the humanities within the digital realm and the place of the digital within the humanities
- Apply knowledge gained from critique of digital products to construct a digital archive on a literary work, figure or movement
- Develop their presentation skills in a formal context

Description of Class Methods

Classes will vary throughout the year. In the fall, students may expect some lectures, but a great deal of more of guided discussions of the course material. In the winter, students may expect more classes devoted to workshops on their group critical making project.

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

Textbooks and Other Required Resources

Required Reading

Atwood, Margaret. *The Penelopiad* (Hampton Press)
Eliot, T.S. *The Waste Land* (Norton Critical Edition)
---. *Old Possum’s Book of Practical Cats* (Harcourt)
---. *The Four Quartets* (Faber & Faber)
Shakespeare, William, *Othello* (Broadview)
Walcott, Derek. *Omeros* (Farrar, Straus and Giroux)

Woolf, Virginia *Orlando* (Mariner)

Other Required Readings will be provided as PDFs.

Further Recommendations

Eliot, T.S. *The Waste Land* TouchPress App (available through iTunes)

Method of Evaluation and Assessment

FALL TERM

Assignment	Due	Weight
Primary Doc Analysis	Wed Nov 11	15%
Othello (in adaptation) Reflection	Wed Oct. 16	5%
Attendance/Participation	Ongoing	10%

WINTER TERM

Assignment	Due	Weight
Research essay	Jan 20	20%
Group Assignment	WORTH 40%	
App critique	Feb 10	10%
'these fragments'	Mar 23	20%
Performing <i>The Waste Land</i>	Mar 23	10%
Attendance/Participation	Ongoing	10%

Attendance and Participation

Attendance and participation multiply perspectives and enrich the educational experience for all. *If you miss more than nine hours of class meetings per term (the equivalent of two weeks of class meetings), your attendance & participation grade will be forfeited automatically.* Participation means having engaged the readings and being prepared to discuss them in class.

Assignments:

1. **Othello (in adaptation) Reflection: (Due: Wednesday Oct 16):** A 500-700-word reflection on *Othello* in adaptation. Students may select to write their reflection either on the Stratford production of *Othello* the class will attend or on the cinematic adaptation of the play, a 2007 Hindi film adaptation. The posts should be critical (i.e. they should take a stance) and make a specific argument about some aspect of the play or film *as adaptation*. Posts might examine a character, a scene, an issue of setting or staging. They might also consider a concept, theory or idea from class and how it relates to part of the production. All Posts should be completed and uploaded on our shared course blog by noon of Wednesday September 27th. (5%)

2. **Primary Doc Analysis (1000 words):** For this assignment, you will write a short analysis of primary materials from the Eliot collection in Western's Archives. Various options for this assignment include: a comparison of different editions; an examination of the various artists, printers and makers of the early imprints; a comparison of Eliot's poem with other modernist works. More details to follow. **(15%)**

3. **Research Essay (Due: January 20th):** Students will write a comparative essay of **2000 words** in MLA format. Essays must focus on material taught from the first term and engage with the larger themes in the course. A list of questions will be made available by early October. **(20%)**

4. **The Adaptable Archive:** In line with the course mandate, students working in groups of four or five will work towards a final critical making assignment, which they will then present in a public forum at Huron at the end of the second term. This year, groups will create digital archives which are both inspired by and engage with T.S. Eliot's famous poem *The Waste Land*. The archive, which will be produced in WordPress, and housed on HuronResearch.ca, will be the central focus of the second term. This Adaptable Archive gets its name as it is produced iteratively, in stages, and so regularly adapted throughout the term.
 - a. **Rethinking the app.** The award-winning TouchPress app of *The Waste Land* reminds us of the potential for how we might read, arrange and explore literature in a post-digital age. In this first part of this assignment, groups will begin by critiquing the TouchPress app, evaluating the app's design, content and usability. The critique, which you will upload on your group's site, should be 1000 words. **Due Feb 1**

 - b. **These Fragments:** One of the central features of *The Waste Land* is its use of fragments and allusions from various literary works throughout history. Such a gathering is not unique to Eliot, but in line with much of Modernism's various aesthetics. For this part of the assignment, you will build your own, modernist-inspired digital pastiche, using fragments from the various course works and writings in conjunction with related images and video. The end product should be in the form of a gallery. A 500-word rationale should accompany this section of the site.

 - c. **Performing *The Waste Land*:** In the spirit of Fiona Shaw's reading of *The Waste Land* as seen on the TouchPress app, you will build and record your own performance of Part 3 of *The Waste Land* (i.e. The Fire Sermon). Students should stage at least part of their recorded performance at Huron. Once complete, the final productions will be staged.

Total Grade for Group Assignment (40%)

Late Policy

All assignments are due by the end of class on the due date and should be handed to the instructor personally. It is the student's responsibility to ensure that the instructor receives the essay.

Late assignments will be penalized at the rate of 2 marks per calendar day until the instructor receives the essay. *Normally, late assignments will receive a grade but no detailed commentary.* **After 7 days, the assignment will not be accepted and a mark of 0/F will be awarded.**

Students must pass both term work and the final examination in order to pass the course. Students who fail the term work are not allowed to take the final examination. Students who fail the final examination (regardless of their term work) automatically fail the course.

Schedule of Readings and Lectures

TERM 1

Week 1: An Introduction to Eliot's Poetics

Sept 9: T.S. Eliot, "Prufrock"

Sept 11: T.S. Eliot, "Individual Talent"

Week 2: *The Waste Land*

Sept 16: Eliot, *The Waste Land*

Sept 18: Eliot *The Waste Land*

Week 3: Eliot & Shakespeare

Sept 23: Shakespeare, *Othello*

Sept 25: Shakespeare, *Othello*

Week 4: *Othello* in Adaptation

September 30: *Omkara* (screening)

Oct 2: *Omkara* (lecture)

Week 5: Eliot's Tradition

Oct 7: Ovid, *Metamorphoses* (selections)

Oct 9: Ovid, *Metamorphoses* (selections)

Week 6: Ovid

Oct 14: No class

Oct 16: Trip to Archives

Week 7: Dante *Inferno*

Oct 21: Dante's *Inferno*

Oct 23: Dante's *Inferno*

Week 8: Baudelaire

Oct 28: Baudelaire, Selections

Oct 30: Baudelaire, Selections

Week 9: Eliot's Contemporaries

Nov 11: James, "Beast in the Jungle"

Nov 13: James, "Beast in the Jungle"

Week 10: Eliot's Contemporaries

Nov 18: Mansfield, *The Garden Party*

Nov 20: Mansfield, *The Garden Party*

Week 12: Eliot's Contemporaries

Nov 25: Woolf, *Orlando*

Nov 27: Woolf, *Orlando*

Week 13: Eliot's Contemporaries

Dec 2: Woolf, *Orlando*

Dec 4: Woolf, *Orlando*

TERM 2

Week 1: Eliot After *The Waste Land* and Intro to the Project

Jan 6: Eliot, *Practical Cats*

Jan 8: Eliot, *Practical Cats* and Hooper, *Cats* (film in theatre)

Week 2: New Adaptations

Jan 13: Homer, *Odyssey* (selections)

Jan 15: Homer, *Odyssey* and Joyce, "Ulysses, Order and Myth"

Week 3: New Adaptations

Jan 20: Atwood, *Penelopiad*

Jan 22: Atwood, *Penelopiad*

Week 4: New Adaptations

Jan 27: Walcott, *Omeros*

Jan 29: Walcott, *Omeros*

Week 5: New Adaptations

Feb 3: Eliot, Four Quartets

Feb 5: Eliot, Four Quartets

Week 6:

Feb 10: Eliot, Four Quartets

Feb 12: Eliot, Four Quartets

SPRING READING BREAK (FEB 15-23)

Week 7: Critical Making

Feb 24: Group Project Workshop

Feb 26: Group Project Workshop

Week 8: Critical Making

Mar 2, 4: Group Project Workshop

Week 9: Critical Making

Mar 9, 11: Group Project Workshop

Week 8: Critical Making

Mar 16, 18: Group Project Workshop

Week 9: Critical Making

Mar 23, 25: Group Project Workshop

Week 10: Critical Making

Mar 30, Apr 2: Conclusion



Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and

personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: <https://owl.uwo.ca/portal>, and on the Huron website at www.huronuc.on.ca/about/accessibility.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: www.huronuc.ca/student-life-campus/student-services/academic-advising.

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, huronuc.ca/student-life-campus/student-services/academic-advising or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: huronuc.ca/student-life-campus/student-services/health-wellness for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly.

Additional supports for Health and Wellness may be found and accessed at Western through www.uwo.ca/uwocom/mentalhealth/.

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in

later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for a detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com.

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on “Special” Accommodation

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://www.sdc.uwo.ca/ssd/index.html> .

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

Students who require academic accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://www.sdc.uwo.ca/ssd/index.html> .

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

- (b) **Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult your Instructor directly.

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf.

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

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

- a.** students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b.** any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.

- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Important Dates and Directory at Huron and Western

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – Academic Calendar & Sessional Dates:**
<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:**
<https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:**
<https://www.uwo.ca/directory.html>