

# Writing 2208F: Teaching Writing



**Professor Jeremy Greenway**  
**Fall 2020**  
**Distance Studies/Online**



**Writing 2208F (550)**

**Teaching Writing**

<b>Professor:</b>	Jeremy Greenway
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<b>Phone:</b>	519-438-7724 ext. 277 (email is best)
<b>Virtual Office Hours:</b>	Thursdays 1:30-2:30pm, or by appointment
<b>Virtual Office Link:</b>	<a href="https://westernuniversity.zoom.us/j/9909070168">https://westernuniversity.zoom.us/j/9909070168</a>
<b>Course Prerequisites:</b>	At least 65% in one of Writing 1020F/G, Writing 1022F/G, Writing 2101F/G, Writing 2111F/G or Writing 2131F/G, the former Writing 2121F/G, or permission of the program.

**Scheduled Class Meetings:** Tuesdays 3:30-5:30pm; Thursdays 2:30-3:30pm ET

**Virtual Classroom Link:** <https://westernuniversity.zoom.us/j/9909070168>

**Official Course Description:**

This course will provide the theoretical background and the practical experience students need to be effective writing teachers and more knowledgeable writers. Class study of composition theory and pedagogy will be complemented by a supervised teaching practicum.

**Instructor's Description:**

In 1999, Gary Olson argued that writing cannot be taught—and worse, that it cannot even be adequately described. So what are we doing in a Writing course, you ask? Perhaps this is the wrong question. Bear with me for a moment, and consider some different ones:

*Can* a Writing course teach students to become better writers?

Is it better to think about writing as a process or a product?

What is rhetoric, and what is its current role in writing?

Should we teach grammar, and if so, can we make it appealing—even fun?

How do we teach style? (actually, what is style, and where can I get some?)

Is it better to teach people to write with an established idea or to discover it through the act of writing?

This course attempts to respond to these questions and several others. Furthermore, this course alters the traditional emphasis placed when we ask, “what makes **good** writing?” to stress the action (verb), not the description (adjective): “what **makes** good writing?” is, at least for our purposes, a far more interesting question! In other words, Writing 2208F examines how “good” writing gets made, with an eye to sharing this knowledge with others—be it in a classroom, in a workplace, or in our writing.

## Course Learning Objectives

By the end of this course, students will have

1. identified and distinguished between various historical and contemporary approaches to the teaching of writing;
2. summarized and explained trends in Writing Studies pedagogy, including recent post-process theories;
3. researched and rehearsed the art of teaching an element of writing to a target audience;
4. conceived of, designed, and administered a formal writing assignment, including written and oral assessment and feedback;
5. compiled a portfolio of reflexive responses on their own relationship with writing in both theory and practice; and
6. understood the ways in which effective writing adapts to various rhetorical situations across disciplines, industries, and audiences.

## Description of Class Methods

The Distance Studies version of Writing 2208F includes synchronous (live) lectures/discussions, asynchronous components (discussion contributions submitted via VoiceThread and the OWL forum), assignments submitted as recordings and written documents, and online work with Writing Services at Huron. Students are expected to participate in all discussions whenever possible, and will be graded on that basis (see **Method of Evaluation/Assessment**).

**Textbooks** (all titles are available at the Western Bookstore)

Irene L. Clark. *Concepts in Composition: Theory and Practices in the Teaching of Writing*. 3<sup>rd</sup> Edition.

Routledge, 2019. Available for download through [Western Libraries](#) (sign in with your UWO ID)

Stanley Fish. *How to Write a Sentence and How to Read One*. Harper, 2012.

Nancy Sommers. *Responding to Student Writers*. Bedford/St. Martins, 2012.

## Method of Evaluation/Assessment

<u>Assignment</u>	<u>Due</u>	<u>Value</u>
Recorded Teaching Unit	ongoing, begins in Week 4	20%
Reading Quizzes	Oct 18 & Nov 15	10% (5% x 2)
Teaching Assignment Proposal	Oct 25	5%
Writing Portfolio	Dec 6	15%
Teaching Assignment	ongoing, final project due Dec 9	40%
Discussion Contributions	ongoing	10%

**\*Note that your Portfolio grade includes the completion of a classmate's Teaching Assignment (TA). Every student is responsible for completing one TA during the term and including a copy of it in their Portfolio\***

## Assignment Notes

The **Recorded Teaching Unit** gives students an opportunity to research and teach an aspect of writing, selected from a list, to a simulated class of a predetermined grade/year level. Depending on a student's approach and comfort, the recording can be made using either video or audio. Any supplementary material used in the teaching exercise must be submitted to me along with the recording.

The **Reading Quizzes** are short, low-stakes assessments of students' ability to summarize key information from readings. The first quiz will deal with material from *Concepts in Composition*. The second quiz will deal with material from *How to Write a Sentence and How to Read One*.

Students will write in their **Writing Portfolio** throughout the course, responding to prompts that encourage reflexivity. These informal pieces will find students considering their own relationships to and with writing, and how that relationship informs their own pedagogies of writing instruction.

The **Teaching Assignment** is a scaffolded, term-long project, conceived of and designed by each student in consultation with me, that draws from theories of writing pedagogy. Students will submit a short **Teaching Assignment Proposal** no later than Week 6 of the course. In brief (with detailed instructions provided once the course begins), each student will roleplay as "Writing instructor" of a first-year university Writing class and will distribute a short writing assignment to a classmate (playing the role of "student"). The "instructor" will oversee all administrative aspects of the assignment, including deadlines, feedback, grading, and an online debriefing meeting with the "student" afterward. Each "student" will include a copy of the completed assignment in their Writing Portfolio. The "instructor" will complete a detailed report on the assignment's pedagogical context, its development, and the experience of issuing feedback, a grade, and reflections on the debriefing meeting.

**Discussion Contributions** take place using VoiceThread and the course's OWL forum. Students are expected to make regular contributions to each discussion topic I provide, offering original thinking and demonstrating a willingness to take risks in reflecting deeply on the presented issues (in other words, avoid simply agreeing with what someone else has said. Show me how **you** are thinking!).

## Special Instructions

A course like Writing 2208F is highly collaborative, meaning what you bring to the course is just as important as what the course brings to you. Writing can be both private and public, can claim non-partisanship and still be political. By participating in this course, we agree to challenge each other, to support each other, and to explore beyond ourselves. The transfer arising from this course is immense provided that you recognize its possibilities. Part of my job as your professor is to help you do just that. I am always available to chat about the course, and am always amenable to modifications to best suit our needs as teachers and learners (and we are indeed both!). Finally, Writing 2208F is proud to collaborate with Writing Services at Huron, and its team of tremendous writing allies will support us through the various intervals of our journey together.

## Instructor Policies

1. In my view, nothing can fully replace the energy of a physical classroom, but we can come close. Although attendance will not be taken for our "live" meetings each week, I expect you to be present whenever possible. I promise to make it worth your while! If you are unable to attend a live meeting, each will be recorded and archived on OWL for you to access. The Discussion Contributions grade will be based on your VoiceThread and Forum activity only.
2. You **must** submit assignments via OWL at all times. No email submissions are permitted. Each assignment sheet contains clear instructions indicating how OWL submissions should be made. If you have any doubt, please get in touch with me well ahead of the submission deadline!
3. Each student enrolled in the course must read and digitally "sign" the Honour Pledge found on OWL at the beginning of the course. This document acknowledges that our live meetings will be recorded and archived only for use by your classmates, and will not be transmitted elsewhere.

4. When you email me, I will make every effort to respond to you within 24 hours (often much faster) between Monday and Friday. I realize that we all work on different schedules, and I know that your email-attentive hours may differ from mine. Typically, I try to avoid email on weekends, meaning that although I have made assignments due by Sunday evenings at 11:55pm (with the exception of the Teaching Assignment final project, which is due on **Wednesday, December 9 at 11:55pm**), that doesn't mean I can answer your last-minute questions that same evening. I'm sure you understand the work-life balance we're all striving for. If you'd rather be safe, I suggest aiming for a Friday submission so I'm at my desk and ready for your questions.
5. Other than for reasons of academic accommodation, which must be solicited through your academic advisor, late assignments will be penalized by 5% per day (including weekends), to a maximum of seven days, at which point the assignment will not be graded.
6. You are warmly welcome to meet with me during my virtual office hours or at another mutually agreeable time. I'm delighted to have fulsome conversations about the course and coursework. I'm afraid I'm unable to provide feedback on completed assignments prior to their submission, but I am pleased to address specific questions you might have about your work. Please use your UWO email address when emailing me, as sometimes the spam filters will trap non-Western emails.

### Tentative Schedule

**CC:** *Concepts in Composition*    **HWS:** *How to Write a Sentence*    **RSW:** *Responding to Student Writers*

Date	Topics	Readings
Week 0 Sept 10	Trying out Zoom together; introduction to the course	
Week 1 Sept 15 & 17	Is Writing a Process or a Product? (or, gasp, both?!)	CC: Ch. 1 and Mary Jo Reiff's "Moving Writers, Shaping Motives, Motivating Critique and Change"
Week 2 Sept 22 & 24	"Teacher, Where Do Ideas Come From?"	CC: Ch. 2 and Mike Rose's "Rigid Rules, Inflexible Plans, and the Stifling of Language"
Week 3 Sept 29 & Oct 1	How Do We Teach Someone to Revise, and Should We?	CC: Ch. 3 and Nancy Sommers's "Revision Strategies of Student Writers and Experienced Adult Writers"
Week 4 Oct 6 & 8	Audience Awareness, or How to Trap a Floating Signifier	CC: Ch. 4 and Peter Elbow's "Closing My Eyes as I Speak"
Week 5 Oct 13 & 15 <b>Reading Quiz #1 due</b>	How Do We Teach Genre, and Should We?	CC: Ch. 5 (Katherine Schaefer's article is <i>optional</i> ) HWS: Ch. 1 & Ch. 2
Week 6 Oct 20 & 22 <b>Teaching Assignment Proposal due</b>	Why Teaching Writing is Teaching Reading (is Teaching Writing)	CC: Ch. 6 (Michael Bunn's "Motivation and Connection" article is <i>optional but recommended</i> ) HWS: Ch. 3 & Ch. 4
Week 7 Oct 27 & 29	The Perils of Assessment: A Play in Two Acts	CC: Ch. 7 HWS: Ch. 8 & 9
<b>READING WEEK</b>	<b>November 2-6</b>	<b>Relax and read!</b>
Week 8 Nov 10 & 12 <b>Reading Quiz #2 due</b>	Teaching Multilingual Students in a Writing Class	CC: Ch. 8 HWS: Ch. 10
Week 9 Nov 17 & 19	Watching Your Language	CC: Ch. 9 RSW: first half (approx.)

Week 10 Nov 24 & 26	Teaching Multimodal Writing in a Students' Class	CC: Ch. 10 RSW: second half
Week 11 Dec 1 & 3 <b>Writing Portfolio due</b>	Catch-ups and Conclusions: Is Any of This Even Possible?	
Week 12 Dec 8	<i>We will not meet formally for this class; instead I will be available for relaxed Zoom conversation over beverages and snacks (BYOBS [that's beverages and snacks, btw])</i>	
<b>Teaching Project due Dec 9</b>		



## Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

### **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.

While in the physical classroom or online 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 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: 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](http://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 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.

## **Adding / Dropping Courses**

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/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.

## **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 and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

## **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.

Please see the policy on Attendance Regulations for Examinations here: [https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

## **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](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/contact-directory>.

## **Copyright Regarding Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

## **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, it is also 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](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 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

(<https://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.

### **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.

### **Academic Accommodation for Students With Disabilities**

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://academicsupport.uwo.ca/>.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf).

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf) are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) .

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

### **Requests for Academic Consideration Using the Self-Reported Absence Form**

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.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- 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.

- 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.
- 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.
- 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.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) .

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

**(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](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](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](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 Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

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.

### **Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/).

### **Important Dates & Directory**

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>
- **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>