



ENGLISH 2316F
Special Topics in the 18th Century

Rights, Resistance, and Revolution: The Radical 18th Century

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Office	A306
Virtual office hours	Thursdays, 2:30-3:30 pm (see note below regarding booking an appointment)
Online class meetings	Tuesdays, 3:30 – 5:20 pm (meeting links will be provided)
Course website	Log in at http://owl.uwo.ca/

DESCRIPTION: The 18th century is generally seen as a time when Enlightenment ways of thinking and believing — ways that 20th century people of the West have inherited — were crystalized. These beliefs and ideas involved valuing not only such human character traits as reason and emotional control but also social systems that upheld the appropriateness of the monarchy and aristocracy and the naturalness of patriarchy and the class system. But while these beliefs were being concretized, they were also being resisted. This century saw the rise and advancement of some major political and social movements that sought to undermine its mainstream ideology, movements that openly questioned, for instance, patriarchy, the political ascendancy of the middle and upper classes, the slave trade, orthodox Christian religions, and the centrality of standard English. In this course we will study some of the writing from this ‘anti-enlightenment.’ Our focus will be on the last two decades of this century, and we will examine some literature by female, working-class, Scottish, and even canonized English authors. One of the objectives of this course is to encourage students to re-imagine the 18th century by exploring in (predominantly) literary texts the alternative historical, theological, literary, emotional, and political worlds that edged the enlightenment.

Prerequisites: At least 60% in 1.0 of English 1020-1999 or permission of the Department.²

Antirequisites: none

¹ Owing to the pandemic, I will be using my office on campus infrequently throughout the term. Email is the best way to contact me.

² Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this 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 prerequisites.

COURSE LEARNING OBJECTIVES: By the end of this course students should be able to

- identify some of the major ideological shifts that occurred between 1780 and 1805 in terms of the literature and other creative texts that helped to produce and also responded to those shifts
- articulate, through online discussion, group work, and written critical analysis how the literature and other creative texts of this period worked to create some of the social norms, political beliefs, and creative genres that we now take for granted
- question the values and assumptions that underpin the primary texts in order to more fully understand them
- write effectively in both standard and colloquial English
- locate and engage with secondary critical readings
- balance and integrate those readings with their own analysis of the primary texts

DESCRIPTION OF COURSE METHODS: This is an online course that will take place largely asynchronously. However, students will be expected to complete all the required readings, viewings, and audio clips each week by the set deadline for that week, participate in online discussions and annotations, and submit their assignments for assessment in a timely manner.

<i>METHODS OF EVALUATION</i>		
<i>ASSIGNMENT</i>	<i>DUE DATE</i>	<i>WEIGHT</i>
<i>Gothic Creative Assignment/Critical Analysis</i>	Week 8 (Friday, 30 October)	16%
3 Reflective Journal Entries based on In Our Time Podcasts	Week 5 (Friday, 9 October) Week 10 (Friday, 13 November) Week 13 (Friday, 4 December)	7% 7x3=21%
Annotations of Literary Texts	Week 4 (two Gothic tales) Week 6 (two Blake poems) Week 12 (the Burns poem) (posted on Monday of the week; due on Friday of the same week)	5% 5x3=15%
Collaborative Discussion	Week 11 (Friday, 20 November)	20%
Collaborative Learning Form	Week 12 (Monday, 23 November)	3%
<i>Final examination</i> (on the entire term's material)	TBD (during the December examination period)	25%

METHODS OF ASSESSMENT

Gothic Creative Assignment/Critical Analysis: Based on what you've learned in our course about the Gothic genre, produce some kind of creative text that demonstrates that you

understand the contours and implications of this genre. Write a short story or poem, create a short video or animation, write a song with lyrics, or whatever else you can imagine.

If creativity is not your strong point, as an alternative you should choose a short story, poem, film, or music video from any century from the 18th onwards and then write an 5-7 page critical analysis that explains why you think it belongs in the gothic genre, how its gothic elements work to address some of the ideological tensions of its own day (just as 18th century gothic literature and art spoke to these tensions for its original audience), and how it might be connected to 18th century gothic literature. Since this is a critical assignment, it will make sense for you to do significant research before you write your critical analysis.

3 Reflective Journal Entries based on Podcasts: To complete this assignment, you'll need to google search "In Our Time Eighteenth Century" or follow this link:
<https://www.bbc.co.uk/programmes/p01hgf1b>

Here you'll find listed 70 separate podcasts, all on various events, discourses, influential people, and famous texts from the 18th century. Each podcast is about 45 minutes long. Download the 3 podcasts on the subjects in which you're interested, listen to the podcasts, then write a 3-5 page reflective journal piece on each one, describing what you've learned. A good reflective journal entry requires analysis and purposeful self-reflection. Here are two links that provide explanations of how to write a good piece of reflective writing:

From the University of Birmingham in the U.K.

<https://intranet.birmingham.ac.uk/as/libraryservices/library/asc/documents/public/Short-Guide-Reflective-Writing.pdf>

From the Australian National University

<https://www.anu.edu.au/students/academic-skills/writing-assessment/reflective-writing/learning-journals>

Writing Services at Huron will also be offering our class a workshop on how to do effective reflective writing.

Annotations of Literary Texts: I will post a literary text (sometimes two) on VoiceThread on our Owl website on Monday of the week. You will have until Friday of that same week to read the literary text or texts and to annotate them: that is, to offer some interpretation of an image, to provide an explanation of a word or phrase, and to pose questions that will help us to develop our analysis of these texts further when we meet in our synchronous Zoom meeting the following Tuesday. To earn full marks for each annotation assignment, you are required to a) post at least 3 times, using evidence from the previous course readings and/or viewings as support or reference; and b) advance discussion by prompting peers with questions or comments of your own regarding their posts (at least one constructive response is required). You will get a mark from 0-5 for each of the three annotation assignments:

0=no participation;
1=fewer than 3 annotations, little to no evidence from required readings, and no responses to peers;
2=fewer than 3 annotations, little to no evidence from required readings, and non-constructive responses to peers;
3=3 annotations, evidence from required readings, but no responses to peers;
4=3 good annotations, good evidence, and at least 1 good response to peers;
5=3 excellent annotations, excellent evidence, and at least 1 excellent response to peers.

Note -- VoiceThread allows you to annotate by text, audio, and video.

Collaborative Discussion: Each of you will be assigned to a group of 3-4, and each group will be given one creative text to discuss; it might be literary, biographical, or visual.

There is no required format for this assignment, so I encourage you to be creative and ambitious in your work. As a group, you will decide which platform you wish to use to present your group discussion to the rest of the class: OneNote; Zoom recording; PowerPoint; Facebook; VoiceThread; a podcast; or any other platform that allows you to preserve your discussion so that it can be made available to me and the other members of the course. It's a good idea to choose a platform that reflects the needs of your group members (for instance, if one group member is in a time zone that is 12 hours different from the time zone the other members are in, it might not a good idea to choose a Zoom meeting).

After each of you has done the necessary research and preparation – and you should consider meeting (virtually) one or more times before you start your discussion in order to assign different roles or sections to different group members – you will then discuss the text, either by speaking about it, posting comments on it, or creating some kind of document or slideshow or video, etc. that contains your group's understanding of the text, after which you will send me via email a link to the digital space where the discussion took place, or (in the case of a Zoom recording) an mp4 file, or some other kind of digital file. I will post these to our website so that others in the course can see them.

Keep in mind that you're introducing this text to your audience, which is all the rest of us in the course. Whatever you produce should be inviting and clear, and it will be assessed not only in terms of the calibre of its content, but also in terms of the presentation itself.

Within 3 days of submitting your assignment (due date for the assignment is Friday, November 20th, while the due date of the Collaborative Learning Form is Monday, November 23rd), each person in the group will complete a Collaborative Learning Form, which you can find on our OWL course website in one of the tool buttons on the left-hand side of the page). You will receive an extra 3% for submitting a completed version of the Collaborative Learning Form. Based on my review of these forms, I will assign either the same mark for every member of the group or a different mark for all members or for some.

Final Exam: The final exam in this course will be a take-home examination.

REQUIRED TEXTS

All the texts for this course can be found via the OWL website. The readings, viewings, and audio clips for each week will be posted under the Weekly Readings tab (to be found along the left side of the OWL website). Most of the readings are shown here on the syllabus, but I might be adding more as I find them, so please ensure that you regularly check the relevant date button under the Weekly Readings tab. On the website you'll also find links to the readings, viewings, or audio clips as well as pdfs and Word documents. It's important that you complete all the weekly readings, viewings, and audio clips before moving onto the next week and before completing assignments associated with that week's readings and viewings. Note that most of the readings for the course are short or fairly short, though I have assigned a few longer scholarly essays and one 90-minute documentary.

You don't need to purchase any books or eBooks for this course.

All lectures for the course will be recorded; you'll find them on the course OWL website— along with the readings, viewings – and audio clips, by clicking on the button for each week.

COURSE SCHEDULE	
WEEK 1 (SEPTEMBER 7-11): COURSE INTRODUCTION	
<i>Assigned reading or viewing or listening</i>	None for this first week
<i>Lectures (available for viewing on the OWL site)</i>	01: An Overview of the Course
	02: An Introduction to the OWL Site
<i>Thursday Zoom session (3:30-5:20 pm)</i>	<u>Our first live, weekly session will take place, via Zoom, on the first day of our course: Thursday, September 10th from 2:30 – 3:20 p.m.</u> This will be an informal introductory meeting only. Please review the posted lectures and explore the OWL site prior to this Zoom session. Your questions are welcome. Also, <u>please note that all other live, online class meetings will take place on Tuesdays from 3:30-5:20 pm.</u>
WEEK 2 (SEPTEMBER 14-18): HISTORICAL BACKGROUNDS	
<i>Assigned reading and viewing</i>	<ul style="list-style-type: none"> • “Life in 18th century England” • “A History of 18th Century Britain” • “The Impact of the French Revolution in Britain” • “Account of a London Corresponding Society Meeting”

	<ul style="list-style-type: none"> • “The Enclosure Movement in England and Wales” • “Enclosure Acts, Great Britain, 1700-1801,” one-page summary from Cambridge University • “Poverty in Georgian Britain” by Matthew White • “Popular Politics in the 18th Century” by Matthew White
<i>Lectures</i>	03: The French Revolution
WEEK 3 (SEPTEMBER 21-25): THE ADVENT OF THE GOTHIC GENRE	
<i>Assigned reading and viewing</i>	<ul style="list-style-type: none"> • “18th Century English Literature: Gothic Novel” • “Gothic Motifs” by John Bowen (watch the short video and look carefully at the images embedded in this web article) • “On the Pleasure Derived from Objects of Terror, with Sir Bertrand, a Fragment” by Anna Letitia Aikin (later Barbauld) and John Aikin
<i>Lectures</i>	04: The Gothic Genre 05: TheatreofPhil – youtube lecture on the Aikin essay and “Sir Bertrand, a fragment”
WEEK 4 (SEPTEMBER 28 - OCTOBER 2): THE GOTHIC CONTINUED	
<i>Assigned reading</i>	<ul style="list-style-type: none"> • “The Prisoner of Montremos” by Richard Cumberland • “Raymond, a fragment” by Juvenis • “Horror in Gothic Chapbooks” by Franz J Potter
Due this week	First set of annotations of two gothic tales (see Methods of Assessment above for guidelines regarding annotation assignment)
WEEK 5 (OCTOBER 5-9): EARLY GOTHIC TALES	
<i>Assigned reading and viewing</i>	<ul style="list-style-type: none"> • “The Friar’s Tale” by Anonymous • “The Origins of the Gothic” by John Mullan • “Gothic Literature in the 18th Century” by Sarah Gray
<i>Tuesday Zoom session (3:30-5:20)</i>	What exactly is Gothic fiction doing? Which 18 th century ideologies is it addressing, either to undermine those ideologies or reinforce them? How is gender constituted in this genre? Who are Britain’s ‘others’ in Gothic tales? Is 18 th century Gothic radical or conservative?
Due this week	First reflective journal entry (see Methods of Assessment above for guidelines regarding reflective journal entries assignment)
WEEK 6 (OCTOBER 12-16): BLAKE’S SONGS OF INNOCENCE AND EXPERIENCE	
<i>Assigned reading, viewing, and listening</i>	<ul style="list-style-type: none"> • “The Title Page of William Blake’s <i>Songs of Innocence</i>” • <i>The Songs of Innocence and Experience</i> • “William Blake and 18th Century Children’s Literature” by Julian Walker

	<ul style="list-style-type: none"> • “Perceptions of Childhood” by Kimberley Reynolds • “Blake’s two chimney sweepers” by Linda Freedman • In Our Time podcast – <i>Songs of Innocence and Experience</i> • “The Chimney Sweeper” from <i>Innocence</i> • “The Chimney Sweeper” from <i>Experience</i>
Due this week	Second set of annotations of the two chimney sweeper poems in <i>Songs of Innocence and Experience</i> (see Methods of Assessment above for guidelines regarding annotation assignment)
WEEK 7 (OCTOBER 19-23): SONGS OF INNOCENCE AND EXPERIENCE AGAIN	
<i>Assigned reading and viewing</i>	<ul style="list-style-type: none"> • “William Blake’s radical politics” by Andrew Lincoln (watch the short video and look carefully at the images embedded in this web article) • “William Blake’s Chimney Sweeper poems: a close reading” by George Norton • “An introduction to ‘The Tyger’” by George Norton • “Notes on Blake’s ‘London’” by Teresa Hubel
<i>Tuesday Zoom session (3:30-5:20)</i>	How are these two chimney sweeper poems different? How are they the same? How might we read other poems in the collection – say “London” and “The Tyger” – in light of Blake’s politics?
WEEK 8 (OCTOBER 26-30): THE BRITISH MOVEMENT TO END SLAVERY	
<i>Assigned reading</i>	<ul style="list-style-type: none"> • “Voices in the campaign for abolition” by Brycchan Carey • Excerpts from <i>Thoughts and Sentiments on the Evil and Wicked Traffic of the Slavery...</i> by Ottobah Cugoano • “Ottobah Cugoano” bio from www.spartacus-educational.com • “Creating a Paradox” Quobna Ottobah Cugoano and the Slave Trade’s Violation of Christianity, Reason, and Property Ownership” by Jeffrey Gunn
Due this week	Gothic Creative Assignment/Critical Analysis (see Methods of Assessment above for guidelines regarding this creative/critical assignment)
WEEK 9 (NOVEMBER 2-6): FALL READING WEEK NO READINGS, LECTURES OR ZOOM MEETINGS	
WEEK 10 (NOVEMBER 9-13): MORE ON THE ABOLITIONIST MOVEMENT	
<i>Assigned reading and viewing</i>	<ul style="list-style-type: none"> • “Blake’s Anti-Slavery Designs for <i>Songs of Innocence and Experience</i>” by Christine Gallant • “John Stedman’s <i>Narrative of a five years expedition against the revolted Negroes of Surinam</i>, with engravings by William Blake”

	<ul style="list-style-type: none"> • William Blake’s “Little Black Boy”
<i>Lectures</i>	06: Cugoano’s radical argument against the slave trade 07: William Blake’s “Little Black Boy”
Due this week	Second reflective journal entry (see Methods of Assessment above for guidelines regarding reflective journal entries assignment)
WEEK 11 (NOVEMBER 16-20): WOMEN AND THE SLAVE TRADE	
<i>Assigned reading and listening</i>	<ul style="list-style-type: none"> • Women against Slavery, Home Truths podcast • “Women against the Slave Trade,” chapter by Clare Midgley • “A Poem on the Inhumanity of the Slave Trade” by Ann Yearsley
<i>Lectures</i>	08: Women writers against the slave trade
Due this week	Collaborative Discussions (see Methods of Assessment above for guidelines regarding the Collaborative Discussion assignment)
WEEK 12 (NOVEMBER 23-27): ROBERT BURNS AND THE VERNACULAR	
<i>Assigned reading, viewing, and listening</i>	<ul style="list-style-type: none"> • “Who was Robert Burns” from the University of Glasgow • “Who is Burns” short video from the University of Glasgow • “What is Scots,” webpage of Scots Language Centre • “A Man’s a Man for A’ That” by Robert Burns • Watch Paolo Nutini sing “A Man’s a Man for A’ That” • Watch Ed Miller sing “A Man’s a Man for A’ That” • Watch Ryan Joseph Burns sing “A Man’s a Man for A’ That” • Listen to Christine Sparks sing “A Man’s a Man for A’ That” • Short video on the origins of the Scots Language, Scots Language Centre • “Scots Wha Hae” by Robert Burns • Listen to the audio version of “Scots Wha Hae” • “Scots Language and Burns” from the University of Glasgow • “Reading ‘Scots Wha Hae’ from the University of Glasgow • “Scots Language in ‘Scots Wha Hae’ from the University of Glasgow
<i>Lecture</i>	09: Robert Burns and the Vernacular
Due this week	On Monday, November 23 rd the Collaborative Learning Form is due (see Methods of Assessment regarding the Collaborative Discussion assignment) Third set of annotations of the Burns’s “A Man’s a Man for A’ That” (see Methods of Assessment above for guidelines regarding annotation assignment)

WEEK 13 (NOVEMBER 30 – 4 DECEMBER): BURNS’S POLITICS	
<i>Assigned reading and viewing</i>	<ul style="list-style-type: none"> • Watch <i>Burns, the People’s Poet</i>, from the BBC • “Was Burns a Patriot” from the University of Glasgow • “To a Mouse” by Robert Burns • “Textual Analysis of ‘To a Mouse’” from the University of Glasgow
	How does Burns’s “A Man’s a Man for A’ That” fit into 18 th century politics? How do the different sung versions of it change the way we might interpret the poem/lyric? How would you compare it to “To a Mouse”?
Due this week	Third reflective journal entry (see Methods of Assessment above for guidelines regarding reflective journal entries assignment)
WEEK 14 (DECEMBER 7-11): FINAL THOUGHTS	
<i>Assigned reading, viewing, and listening</i>	None
<i>Lectures</i>	None
<i>Tuesday Zoom session (3:30-5:20)</i>	We will wrap things up with this final session, which will be devoted to i) any lingering thoughts or questions you may have regarding the course material and ii) some information regarding the final exam
MID-YEAR EXAMINATION PERIOD: 11-22 DECEMBER Details regarding your final exam will be made available by the time classes end.	

A NOTE REGARDING THE SUBMISSION OF ASSIGNMENTS

Assignments in ENG 2316F are all due by midnight on their due dates. All assignments must be submitted via the Assignments tab on our course website. Always keep an electronic copy of any work you submit.

Extensions will be granted for **medical or compassionate reasons only**. Assignments may not be accepted after the last class in December unless provision has been made through the Dean's office for a grade of “Incomplete.”

The **English and Cultural Studies Departmental policy** is that late assignments will be **penalized at the rate of 2 marks per calendar day to a maximum of seven days**. After seven days the assignment will not be accepted and a **mark of 0%** will be awarded.

You would be wise to familiarize yourselves, if you haven't already done so, with the excellent **writing support** available to you at Huron through Writing Services, which is now offering **online tutoring** (see <https://huronatwestern.ca/library/writing-services>).

A NOTE ON CONTACTING/MEETING WITH ME (VIRTUALLY) OUTSIDE OF CLASS TIME

In order to facilitate one-on-one meetings during my virtual office hour (indicated above), I will require you to email me to request a meeting. When you have done so, I will send you a Zoom link for our meeting. Regarding other email contact, I will respond to **BRIEF email messages/inquiries** as promptly as I can, but please be aware that—like you—I have my busy times, and I often have to deal with large volumes of email; normally, however, you should expect a reply within one or two business days. Longer messages requiring a detailed reply will likely be met with an invitation to meet online because email correspondence of that kind can be extremely time-consuming. I will not usually read email messages during evenings and weekends, so please be aware that messages sent late on a Friday will probably not be read until the following Monday.



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.

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.

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: <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 .

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.

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 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.

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 .

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 .**

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 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

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, 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>