

Brescia University College  
The University of Western Ontario

History 2205E: Canada from Confederation to the Present  
Course Outline (2011-12)

Tuesdays, 2:30-5:30 PM, in Room 304

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**Office Hours TBA**

### **INTRODUCTION**

History 2205E examines the development of Canada from Confederation to the present. It emphasizes the interplay of regional and national factors in Canadian history since 1867, addresses political, economic and social issues, and places regional histories into the national context.

For many undergraduates, History 2205E serves as an introduction to university level Canadian history. Through this course, students are encouraged to develop a better understanding of how Canada evolved, and how particular present-day problems have developed.

History 2205E will also delve into the methodology and philosophy of history. Lectures and discussions stress many varied historical interpretations and divergent opinions concerning Canada's growth. The student will gain experience in interpreting and evaluating historical personalities, forces and events. Assignments and discussions are designed to improve communication skills. The course aims to enhance the student's ability to investigate causal relationships, use source materials intelligently, and effectively organize historical data.

### **PREREQUISITES**

There are no prerequisites for this course.

The UWO Senate has provided the following statement: "Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will 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."

### **ANTIREQUISITES**

The following courses are antirequisites for History 2205E: History 2201E, 2127F/G, 2121, and the former 2207F/G and 2217F/G.

### **INSTRUCTIONAL OBJECTIVES**

The instructor uses a variety of methods to teach the course: lectures; videos; other visual presentations; assigned readings from textbooks and journal articles; small-group workshops; class discussions; and oral presentations. Each method provides an opportunity to develop certain skills in a particular setting.

During **lectures**, students will write down important points and examples in summary fashion. Students will develop their own styles of abbreviating phrases and words, and will indicate hierarchies of importance by underlining, highlighting, indenting, and the use of negative space.

By the end of the first month, students should be able to distinguish between major points of a lecture and minor examples, or sub-sections, of the major points. In October, students are expected to highlight, condense and re-organize their class notes. The **November test** and the **final exam** will evaluate students' ability to synthesize a written discussion of an historical topic, using notes from various sources -- lectures, readings, videos and other materials.

During **video presentations**, students will take notes on major points of content or interpretation, the mood or tone (set by the music, narration, lighting, camera angles, etc.) and other personal or general impressions. Class discussion of these elements will provide further material for reflection. On tests and exams, students should be able to discuss a particular video, recalling material from their notes. During **other visual presentations** — from internet websites, for example — students will take notes on the content of the images and their historical significance. Students might be asked to write a short paragraph on these aspects of a given image on either the November test or the final exam.

There are **different types of literature** examined in this course. For background reading, students should consult the optional overview text by Daniel Francis, Richard Jones, and Donald Smith, *Destinies: Canadian History Since Confederation* Sixth Edition (Nelson, 2008). Each chapter in this text also contains a useful bibliography to help students find sources for their essays. Two technical booklets -- Mary Lynn Rampolla, *A Pocket Guide to Writing in History* 6<sup>th</sup> Edition (Bedford/St. Martin's, 2010), and William Kelleher Storey and Towser Jones, *Writing History: A Guide for Canadian Students* Third Edition (Oxford, 2011) -- have been adopted to provide assistance in the research and writing process. For tutorial discussions, students will read primary and secondary material organized into thematic modules in *Visions: The Canadian History Modules Project* Custom Order (Nelson, 2011).

**Small-group discussions and workshops** may be used to develop critical thinking by focusing on historical problems. In this setting, students will be evaluated based on their effort and developing historical skills. These sessions provide opportunities for students to: experiment and learn how to ask questions to clarify their thinking; explain why events occurred (causation; sequence of events; assigning priority of importance); evaluate arguments based on historical evidence; synthesize and share their own opinions based on the different views of historians; and identify and interpret the historical significance of documents, persons, or events (relating them to subsequent developments or more recent history). By the November test, students should be able to demonstrate these skills in writing, either on short-answer questions or **identification / historical significance questions**. On the final exam, students will be expected to use some of these skills in organizing and writing responses to **essay questions**.

Students will submit a **Bibliography Search** on 25 October or 1 November, depending on their tutorial group. The Bibliography Search provides an opportunity to demonstrate research skills as students begin to conceptualize their essay. Topics for this assignment require prior approval of the instructor in a scheduled appointment or "**Interview with the Professor**", to be completed by 4 October. Each student will also make a **five-minute presentation** to her or his tutorial group, providing an interpretive overview of the *Visions* module assigned for that particular day. This task will further develop students' conceptual and organizational skills, self-confidence, and oral expression.

Each student will also write **one research essay**. Topics are open for negotiation: students must consult with the Professor during office hours or a mutually convenient time to have their topics approved before preparing the Bibliography Search. Essays enhance skills of reading comprehension, analysis, conceptualization, synthesis, and written expression.

### **REPRESENTATIVE LIST OF LEARNING OBJECTIVES**

- By the November test, students will be able to explain and discuss the process by which British Columbia and the Prairie West became part of Canada.
- By the November test, students will be able to explain and analyze the various political, intellectual, and socio-economic forces that shaped Canadian society during the late nineteenth and early twentieth centuries.
- By the end of the course, students will demonstrate an understanding of changing views of nationalism by analyzing the origins and promoters of these views in their respective historical contexts.
- By the end of the course, students will demonstrate an ability to identify and analyze the historical forces that have influenced the development of Canada in various regions.
- By mid-October, students will display an ability to contribute regularly to class discussions based on an understanding of assigned readings.
- By the end of October, students will be able to compose a one-page summary and analysis of weekly readings during a low-risk, in-class exercise in “writing to learn”.
- By the November test, students will demonstrate an ability to recognize, paraphrase, and critique the most important points in a scholarly article.
- By the November test, students will be able to discuss in historical context the significance of primary documents in assigned scholarly readings.
- By the November test, students will be able to discuss in writing the historical significance of various people, events, movements, and / or ideas.
- By late October, students will demonstrate an ability to gather and present a substantial bibliography of secondary sources, including articles from scholarly journals.
- By late November, students will evaluate their secondary sources and explain briefly how each will be used to research a substantial scholarly essay.
- Near the end of the course, students will demonstrate their skills of reading comprehension, conceptualization, synthesis, and clear writing in a scholarly essay based on secondary sources.
- Near the end of the course, students will be able to present historical evidence and argument effectively, using the accepted technical requirements of a substantial bibliography and footnotes/endnotes.
- Once during the course of the year, each student will make a brief oral presentation to the class, summarizing and analyzing the weekly readings.

### **EXPECTATIONS AND OUTCOMES**

History 2205E adheres to the following guidelines established by UWO’s History Department:

#### **Recommended expectations and outcomes for second year classes**

- Content delivery
  - The examination of nations, regions and historical themes
- Content diversification: the opportunity to experience
  - new fields
  - new approaches
- Intermediate primary source skills
  - Close reading

- What do they tell us beyond the obvious?
- Intermediate secondary source skills
  - Identifying thesis and argument
  - Identifying sources
  - Critiquing [article-length texts]
- Basic research skills
  - Integration of primary and secondary sources
  - Framing research questions
- Intermediate writing skills
  - The thesis statement
  - Developing an argument
- Participation and communication skills
  - Effective argument and exchange

These aims might be achieved by a combination of short assignments and a final "research paper" of c. 8-10 pages.

<http://history.uwo.ca/undergradstudy/expectations-outcomes.html>

## TEXTBOOKS

The following three books are required:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* 6<sup>th</sup> Edition (Bedford/St. Martin's, 2010).

William Kelleher Storey and Towser Jones, *Writing History: A Guide for Canadian Students* Third Edition (Oxford, 2011).

*Visions: The Canadian History Modules Project* Custom Order (Nelson, 2011).  
ISBN: 017661382X

### Optional:

Students who feel they would benefit from a background survey text should purchase a copy of D. Francis, R. Jones, and D. Smith, *Destinies: Canadian History Since Confederation* Sixth Edition (Nelson, 2008).

## EVALUATION

Interview with Prof. to discuss Essay Ideas (by Oct 4th).....	5%
Oral Presentation (5 minutes; date assigned by lottery on 20 Sept.).....	5%
Bibliography Search (due 25 Oct. or 1 Nov., depending on tutorial group).....	10%
Annotated Bibliography (due 29 Nov. or 6 Dec., depending on tutorial group).....	10%
Research Essay (2,500 words; due 20 March).....	15%
Tutorial Attendance, Participation, and Summary Notes [10% each term].....	20%
One Test (8 Nov.).....	10%
Final Exam (in April; date TBA).....	<u>25%</u>
	100%

## STAGES FOR WRITTEN ASSIGNMENTS

The process for the **Bibliography Search** includes the following steps:

1. **Interview with the Professor.** In the **first three weeks of the course**, each student must meet with the instructor to discuss ideas for her or his essay. **Students are expected to meet during office hours or at another mutually agreeable time.** A sign-up sheet will be circulated in class to facilitate these meetings. The instructor will help to focus on a specific topic for research. The interview must be completed by 4 October.
2. **Begin to Search for Secondary Sources.** This task involves identifying and evaluating at least eight scholarly sources (not general textbooks) – including two scholarly **articles** – that will be useful in researching your topic. The list of sources will form the bibliography for your research essay in the spring. More detailed instructions for this step will be given in a workshop during class on 27 September.
3. **Bibliography Search.** Students will submit to the professor the results of their bibliography search on 25 October or 1 November, depending on their tutorial group. The document will include a 1-paragraph description of the proposed essay topic, and a list of the sources in proper bibliographic format. The instructor will evaluate this document, and return it with comments for further research as soon as possible.

The process for the **Research Essay** includes the following steps:

4. **Another Meeting with Professor.** In November students may wish to consult with the professor as their essay research develops. These sessions can be valuable for exchanging views or discussing difficulties with the historical content or the research process.
5. **Annotated Bibliography.** This assignment is due on 29 November or 6 December, depending on the tutorial group. The annotated bibliography is a formal list of scholarly sources that you will use to research and write your essay (the results of your bibliography search with perhaps a few additions) **AND** some “annotations”. The latter are point-form comments after each bibliographic entry, identifying the strengths and weaknesses of the work, and summarizing how you will use each source in your research. The instructor will discuss this assignment in further detail on 15 November.
6. **Research Essay.** Graded annotated bibliographies will be returned in class on 10 January 2012. Thereafter, students are expected to conduct **intensive research**, and to organize their material for the essay. The written paper will be graded by its organization and structure, sophistication of arguments, clarity of prose, and effective use of historical evidence. Essays must be typed in a reasonably large font (at least 12-point), double-spaced, with generous blank margins for the instructor’s comments. **The length of the essay should be about 2,500 words.** Papers that violate this guideline (i.e., shorter or longer by 10% or more) will be **penalized**. Essays must have at least 20 scholarly references (end notes or footnotes) and a bibliography or they will not be accepted. The bibliography must list **at least eight scholarly sources** (not general textbooks) – including two scholarly **articles** – which have been used in researching the essay (the instructor will look for evidence of this in the footnotes). The essay is **due on 20 March 2012**.

### **Web CT/OWL and Student Obligations\*\*\***

The instructor will be maintaining a course website using UWO's on-line learning network, "OWL" (formerly Web CT). **Students will be required to engage the course material in a variety of ways using this website.** Further detailed instructions about the site, and students' obligations, will be given during the first few days class. For now, students must recognize that they will have to **submit their assignments to the instructor in hard copy, and electronically to the course website**, where they will be checked for plagiarism using **Turnitin.com**. A failure to submit your written work to turnitin.com will result in a 0 grade, even if you submit a paper copy.

### **Policy Regarding Late Assignments**

- (a) A penalty of five (5) marks will be deducted for assignments submitted the first day after the deadline.
- (b) A penalty of one (1) mark will be assessed for each subsequent day including weekends.
- (c) No assignments will be accepted after the 14th day unless on:
  - (i) humanitarian grounds, or
  - (ii) medical grounds, for which documentation must be provided.
- (d) A student who fails to submit all of the required written work, as specified in the course outline, will not receive credit for the course.

### **Academic Accommodation**

For academic accommodation to be considered for any **course component worth less than 10%** of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision. The policies governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.

### **Courtesy and Use of Electronic Devices**

Please ensure that all cellphones, pagers, and other electronic devices are **turned off** prior to entering the classroom. As a courtesy to the instructor and other people in the class, please **do not talk privately** with classmates while others are presenting or discussing material, unless you are working in small groups. There may be occasions during class when the instructor asks students to check certain information online. However, the **use of laptop computers during class for personal activities** such as surfing the Web, reading/writing e-mail, visiting social network pages, or playing games is distracting for other students, creates an obstacle for your own learning, and **will not be tolerated**. Students who engage in these activities **will be asked to leave the classroom and will receive a zero for that day's participation.**

## Lectures, Workshops, and Class Discussions

This course combines traditional lectures with less formal, but instructive, workshops and class discussions based on assigned readings. **Students must recognize the importance of these sessions.** Discussion of this material accounts for a significant portion of class time. Twenty per cent of the final course grade comes from attendance and participation. Moreover, the November **test and final exam will include content from assigned readings.** To achieve a strong “A” for the participation component, students are encouraged to strive for perfect attendance, to complete the readings and Summary Notes, and to contribute regularly to class discussions. **Mere attendance at these sessions, without active, oral participation, will earn the student a poor grade for this portion of the course.** Further details about participation grades will be given during class.

**When students are unable to attend** a class, they are expected to contact the instructor, preferably before the class to be missed. **If** there are **reasonable**, acceptable grounds for their absence – usually illness or grief – the professor will excuse the student without penalty. However, in fairness to all students, the instructor reserves the right to demand documentation to support the student’s claim. Moreover, **students will still be responsible for submitting a summary note for the missed tutorial readings within two weeks** after returning to classes.

Additional Notes for Tutorial sessions:

- **Students who miss four (4) or more class discussions during either term will receive zero (0%) for that term’s participation grade.\***
- **Students must compose a Summary Note in essay style (approximately 1-2 pages in length) to interpret the readings contained in the Module assigned for each tutorial. The instructor will collect these Summary Notes at the beginning of each tutorial session. \*\***

## Class Schedule

- 13 SEPT. Course Introduction /  
Confederation: A Review  
Sign-up for Interview with Professor
- 20 SEPT. Atlantic Canada and Confederation /  
Assign Tutorial Groups and dates for Oral Presentations /  
Instructions for Oral Presentations [**Read** Rampolla, chap. 2; Story and Jones, chap. 1]  
Finish Sign-up for Interview with Professor
- 27 SEPT. **Workshop:** Finding Secondary Sources for the Essay [**meet in Beryl Ivey Library**]  
BC Enters Confederation  
**TUT: Group A:** “As Long as the Sun Shines...” / Oral Presentation
- 4 OCT. The Northwest, 1869-80s  
**VIDEO** excerpt: *Canada: A People’s History*, Episode 10: *Taking the West: Pieces of Pemmican*  
**TUT: Group B:** “As Long as the Sun Shines...” / Oral Presentation

- 11 OCT. Final Instructions [any Questions?] for Bibliography Search  
The National Policy /  
**VIDEO:** excerpts of *CPH: Episode 10: Taking the West: Fancy Paper City*  
**TUT: Group A:** Industrialization and Women's Work / Oral Presentation
- 18 OCT Editorial Cartoons and Canadian History  
**TUT: Group B:** Industrialization and Women's Work / Oral Presentation
- 25 OCT. **BIBLIOGRAPHY SEARCH DUE FOR GROUP B\***  
Test Hints: historical significance questions; how to discuss readings  
French-English Conflicts  
**TUT: Group A:** A National Crime: Residential Schools / Oral Presentation
- 1 NOV. **BIBLIOGRAPHY SEARCH DUE FOR GROUP A\***  
The "True North" Revisited / **VIDEO:** *The Mountie*  
**TUT: Group B:** A National Crime: Residential Schools / Oral Presentation
- 8 NOV. **TEST\*\* (2 hours)**
- 15 NOV. Instructions for Annotated Bibliography [Read Rampolla, 29-31;  
Storey and Jones, 19-20]  
Wilfrid Laurier Reconsidered  
**VIDEO excerpt:** *Sir Wilfrid Laurier and the Romance of Canada* (32 mins.)  
**TUT: Group A:** Immigration in the Late Nineteenth and Early Twentieth Centuries /  
Oral Presentation
- 22 NOV. Immigration  
**TUT: Group B:** Immigration in the Late Nineteenth and Early Twentieth Centuries /  
Oral Presentation
- 29 NOV. **ANNOTATED BIBLIOGRAPHY DUE FOR GROUP B\*\***  
Poverty in Montreal  
**TUT: Group A:** The Great War / Oral Presentation
- 6DEC. [**LAST CLASS FOR 2011**]  
**ANNOTATED BIBLIOGRAPHY DUE FOR GROUP A\*\***  
World War I and Social Reform / **VIDEO:** *John McCrae's War*  
**TUT: Group B:** The Great War / Oral Presentation
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- 2012:**
- 10 JAN. Maritime Rights Movement  
Return Graded Annotated Bibliographies  
**Workshop:** Building the Research Essay [**Read** Rampolla, chaps. 4-7; Story and Jones,  
chaps. 4-6]
- 17 JAN. 1920s: Mackenzie King and the Progressives  
**TUT: Group A:** Canada in the 1930s: Surviving Canada's Great Depression /  
Oral Presentation

- 24 JAN. 1930s: Origins of the CCF  
**TUT: Group B:** Canada in the 1930s: Surviving Canada's Great Depression /  
 Oral Presentation
- 31 JAN. World War II  
**VIDEO:** Excerpts from *Canada's War in Colour* (2005)  
**TUT: Group A:** WWII and the Internment of Enemy Aliens /  
 Oral Presentation
- 7 FEB. Canadian Women in the Second World War /  
**TUT: Group B:** WWII and Internment of Enemy Aliens /  
 Oral Presentation
- 14 FEB. Diefenbaker  
**VIDEO:** Excerpts from *CPH*, Episode 15: *Comfort and Fear: Prairie Storm; In the Shadow of Nuclear War*
- [21 FEB. - NO CLASS – READING WEEK]**
- 28 FEB The Quiet Revolution  
**Workshop:** Writing History [**Read** Storey and Jones, chaps. 8-10]
- 6 MARCH Pearson  
**VIDEO:** Excerpts of *CPH*, *Under a New Flag*  
**TUT: Group A:** Constructing a Canadian Icon: The Medicare Debate in the 1960s /  
 Oral Presentation
- 13 MARCH The Sixties / **VIDEO** excerpts of *CPH*, Episode 16: *Do Your Own Thing*  
**TUT: Group B:** Constructing a Canadian Icon: The Medicare Debate in the 1960s /  
 Oral Presentation
- 20 MARCH **RESEARCH ESSAY DUE\*\***  
 Trudeau  
**VIDEO** Excerpts from *CPH*, Episode 16: *October 1970*  
**(NO TUT's today)**
- 27 MARCH Constitutional Battles I  
**VIDEO:** Excerpts of *CPH*, Episode 17: *Night of the Long Knives*  
**TUT: Group A:** Peacekeeping Missions / Oral Presentation
- 3 APRIL Mulroney and the Constitution  
**TUT: Group B:** Peacekeeping Missions / Oral Presentation
- 10 APRIL [**LAST CLASS**] Review / Final Exam Hints

**FINAL EXAM** –date TBA

## BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations document-ation stating simply that the student "was seen for a medical reason" or "was ill" is **not** considered adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2011/pg117.html>.

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The 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.

### 3. ABSENCES

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

**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.

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

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.

### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

## **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at [http://www.brescia.uwo.ca/academics/registrar\\_services/index.html](http://www.brescia.uwo.ca/academics/registrar_services/index.html).

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of

Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.