

**Brescia University College**  
**Fall 2011**

**History 3496F (530)**

**The Virgin Queen:**

**The History of Leadership, Biography, Representation and Memory of Elizabeth I**

**Instructor:** Dr. Sara Morrison  
**Class Times:** Tuesday: 8:30-11:30 BR 302  
**Office:** Portable 5  
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The best way to contact me is by email or in office hours

**Course Description:**

Often referred to as the Virgin Queen or Glorianna, Elizabeth I is the most studied Briton of the early modern period. Why is this? Scholarly interest has increased dramatically over the last twenty five years, peaking at the 400<sup>th</sup> anniversary of her death in 2003. Is the growing interest in women's and gender history responsible for this escalation of historical interest? This course will consider Elizabeth I as a leader, a woman, and a queen within the context of later sixteenth century England. Students will use primary and secondary sources including literature and film. As a seminar course, the evaluation reflects the importance of the weekly readings and participating in class discussion. Students will also be responsible for one of the weekly seminar presentations and write an original research essay on a theme or topic related to Elizabeth I.

**Course Requirements:**

Participation:	30%	
Seminar	10%	
Short Book Review	10%	11 October (2-3 pages)
Research Essay:	50%	in parts:
	10%	Topic Selection & Annotated Bibliography (25 October)
	10%	Peer Review
	10%	Seminar Presentation on research (date by lottery)
	20%	Essay (5,000 words)

No Final Exam

**Course Materials:**

Susan Doran, *Queen Elizabeth I*, New York, 2003.  
Donald Stump & Susan M. Fetch, *Elizabeth and her Age*, New York, 2009.  
Course Pack (CP) (Bookstore) and electronic readings.

## FORMAT & EVALUATION

### **Attendance & Participation (30%)**

Weekly seminars will focus on the assigned readings organized around a particular topic. The success of this class relies on your active participation and preparation for our discussions. Students are expected to complete the readings before class, and to take notes on each article, chapter or document in preparation for our seminar discussions. In a seminar course **it is important to speak regularly and engage the issues from the readings to achieve a good grade. Attendance without effort to discuss the material will result in a poor grade.** Students unable to attend a class are expected to inform the professor of their absence, preferably before class. If there are reasonable grounds for missing a class such as illness, the student will not be penalized. However, the professor retains the right to ask for documentation in the case of missed classes. Students who miss a class must submit an abstract note for each of the missed readings to recover part of their participation mark for that day. Abstracts must be submitted within fourteen days of the missed class.

**Participation** is assessed from our weekly discussion of readings and primary sources. We will also learn to review a number of films about Elizabeth I, so that you can judge their historical value in the classroom. NOTE: Imagine you have been employed as a historical consultant. In the **first class (13 September)** we will view one of the movies on Elizabeth I; afterward you will write a brief response (point-form if you like) to the film from an historical point of view for a short discussion in the next class. Be honest. It is important to address both positive and negative aspects of the film. NO RESEARCH is necessary AND accessing internet sources & reviews will make this more difficult because it will colour your personal response.

### **Book Review & Oral Presentation (10%) (2-3 pages)**

There will also be a brief oral review of an assigned book presented in our historiographical seminar **11 October 2011**. NOTE: A book review is different from a book report. A report is a factual account of the material presented by the author. A review has a critical element to it, or rather your point of view on the book. You will write a brief review, in which you analyze one of the many works on Elizabeth, identifying the author's argument, selective use or emphasis on certain evidence, the structure, aim and purpose of the book. Ask yourself, why do we need another book on Elizabeth I? Consider the strengths and weaknesses of the book; this is important since nothing is without flaws or totally marvelous. Details to follow.

**Seminar Presentation (10%)** For seminars with a weekly theme each student will be assigned the role as primary facilitator for a specific week. They will be responsible for giving a short presentation on a topic related to the weekly readings and documents, on a subject to be determined in consultation with the professor. They will also assist the professor with the facilitation of the discussion topic by preparing a number of discussion questions arising from the weekly readings.

## **Research Essay (5,000 words) (50%)**

**[Includes Seminar 10%; Peer Review 10%; Bibliography 10%; Essay 20%]**

You will research and write an essay based on one of the themes addressed in the course or any topic related to Elizabeth chosen in consultation with the professor. You may also choose to write a historiographical paper to demonstrate the way in which our perceptions and treatment of Elizabeth has changed over time. For example, Elizabeth in the 17<sup>th</sup> century, in Victorian England, or any number of the different approaches taken by authors in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students are free to choose their own topics, but must check with the professor before proceeding with detailed research.

You are producing an original piece of work, so to a large extent essays must be based on primary sources. The course text is helpful for primary sources and its bibliography. A range of primary sources will be discussed in course readings and students are encouraged to pursue themes of interest. In addition to the range of themes introduced in the survey readings, students are encouraged to consult recent survey texts of the period, and in particular the bibliography of the course reader & the *Dictionary of National Biography*.

Begin thinking about your topic immediately and select a topic in consultation with the professor by **4 October 2011**. Begin gathering material for your annotated bibliography and thesis proposal due **25 October 2011**. **Annotated bibliographies with thesis proposals** and final **essays** must be submitted to the professor **in hard copy AND an identical electronic copy** must also be submitted to the course website, both to the “Assignments” Tab and to **Turnitin.com**, using the link provided on WebCT, where it will be checked for plagiarism. The essay includes topic selection with **annotated bibliography (10%) due 25 October 2011**, a **seminar presentation (10%)** date determined by lottery, **peer review (10%)**, with written comments sent in to the professor and articulated in class during discussion of individual papers. You do not need to write a review for any other paper presented the same week at your seminar discussion. **Written papers (20%)** in electronic copy **must be sent to the Professor by NOON on the Friday** before the Tuesday of your allotted seminar presentation & discussion. Failure to send an electronic copy for posting on WebCT will incur LATE penalties as this inconveniences all students. Papers will be 20 pages in length. **Annotated Bibliographies, Peer Reviews and Essays must be submitted to Turnitin.com.**

## **Essay Based Discussions**

**Beginning 22 November 2011**, the weekly meetings turn to **presentation and discussion of student essays**. Students will draw lots in the first few weeks to determine the order of presentation and due dates for their respective papers and oral presentations. The class will read the essay(s) that are due that week. Individual students will **present their research findings** in class (allotted time depends on class enrollment), and answer questions in a discussion period. Students who miss a class on their presentation date, without good grounds, will forfeit 10% of their final course grade. **The formal written essay, fully documented, must be submitted by NOON on the Friday PRIOR to the Tuesday assigned for the oral presentation**. Students will submit their assignments in electronic format to the **course website** at Western’s WebCT/OWL, where they will be **checked for plagiarism using Turnitin.com**.

## WebCT/OWL

When the class is focused on student essay presentations and discussion, each **student is responsible to read (before the appropriate class) the essay(s) that will be presented that week.** The course Web/CT site will facilitate this reading process by making the essays available to all registered students through the “publish” function. (The professor will “publish” the papers after they are submitted.) By reading the essay(s) before class, students will have questions in mind, and **will write and submit a one-page critique of each essay’s strengths and weaknesses.** These critiques must be **submitted to the course website before the class begins.**

**NOTE:** A student presenting on a particular day is excused from submitting a critique for any other essay being discussed that day. All written assignments, including the **annotated bibliography**, must be submitted in **hard copy** to the professor, with an **identical electronic copy** submitted to the “Assignments” Tab and Turnitin.com.

## Recommended Expectations and Outcomes for Third Year Classes

- Content delivery
  - intensified detailed and conceptual knowledge of more specialized subjects
- Primary source skills
  - analyzing rhetoric
  - understanding the structure and presentation of a document
  - situating the source in relationship to other primary sources
- Secondary source skills
  - understanding and questioning author’s evidence, thesis and argument
  - situating, analyzing and assessing historical works in their historiographical contexts and traditions
  - exposure to a variety of theoretical approaches to historical analysis
- Research skills
  - generating own research questions for written assignments
  - developing skills of detection and inquiry
  - combining a variety of sources (e.g., primary sources, secondary sources, oral history, works from different disciplines) in written and oral assignments
- Writing skills
  - writing effectively in longer assignments
  - integrating a wide variety of primary and secondary source materials into written work
- Participation and communication skills
  - student-led presentations and class discussions
  - self-directed learning
- Overall
  - reinforcing and refining skills developed in first and second year courses
  - devising individual explanations and interpretations
  - thinking laterally across disciplines, subjects, time, themes, regions and nations

## **SELECTED LEARNING OBJECTIVES**

- Identify major political, social, cultural & religious changes during Elizabeth's reign
- Understand the role of and attitudes towards women and women leaders in early modern England
- Appreciate the unique problems and challenges facing Elizabeth's Tudor dynasty
- Identify the major historical debates concerning the most studied Briton in history
- Interpret primary and secondary literature & incorporate less traditional historical sources within a research framework
- Recognize the varied representations of Elizabeth I, both during her life-time and in her afterlife
- Identify the social and cultural legacies of Elizabethan England & understand the use of myth and memory in historical interpretation

## **SKILLS**

1. Since there are no exams in the course, the focus is to develop oral and seminar skills plus enhance high level research and writing skills to write an original piece of work on Elizabeth I, her leadership, Elizabethan England or related to weekly themes.
2. In the first half of the course students will have the opportunity to demonstrate their oral and organizational skills by assisting the Instructor in seminar discussions. They will provide a brief presentation related to assigned readings, compile a series of questions for discussion based on the assigned readings and help to lead the seminar.
3. By late September students will contribute regularly to class discussions based on an understanding of assigned readings.
4. In early October students will begin searching for their research topic and by late October they will conceptualize a scholarly essay topic based on primary sources, providing a proposal and bibliography.
5. By late November/early December students are engaged in the writing process, having found, analyzed and synthesized their secondary materials, which support an original scholarly research essay based their primary sources.
6. The research essay will demonstrate a variety of skills: scholarly reading, comprehension, conceptualization and synthesis; clarity in writing, organization and providing a convincing argument. As an original piece of work this research essay will be based on primary sources, only using secondary sources to provide context for the student's research. The essay will be very well supported by its bibliography of primary and secondary sources and by footnotes.
7. At the end of the course, Students will present the results of their research to the class in a clear and well-organized manner; a scholarly assessment of other essays is part of the peer review process.
8. Students will develop their critical thinking skills using a variety of primary, secondary and film sources and gain new confidence in their oral presentation and seminar skills.

## LECTURE & SEMINAR SCHEDULE 2011

- |   |              |  |
|---|--------------|--|
| 1 | 13 September | Introduction, Organization and Planning.   |
| 2 | 20 September | Elizabeth's Leadership Style & the early life of Elizabeth Tudor<br>Comparative with Mary Tudor & Mary Stuart. |
| 3 | 27 September | The Marriage Question, Courtships and Diplomacy  |
| 4 | 4 October    | Virgin Mary & Virgin Queen: The Cult of the Virgin Mary to the<br>Cult of Elizabeth                            |

### **Reviews and Oral Presentations 11 October**

- |   |            |   |
|---|------------|---|
| 5 | 11 October | Elizabeth and Historiography: The Traditional Elizabeth &<br>Revisionism (1938-2011)                      |
| 6 | 18 October | Elizabeth: Representation & Self Representation:<br>Portraiture, Processions, Progresses & Entertainments |

### **Topic Selection & Annotated Bibliography 25 October**

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|----|-------------|--|
| 7  | 25 October  | Reel versus Real Elizabeth   |
| 8  | 1 November  | Two Queens and One Isle: Anglo-Scottish Relations &<br>the Problem of Mary Queen Scots |
| 9  | 8 November  | The Armada & the Myth of the Sea   |
| 10 | 15 November | Gloriana: The Golden Age & the Final Years<br>Representation, Myth & Memory.           |
| 11 | 22 November | Seminar Presentations  |
| 12 | 29 November | Seminar Presentations  |
| 13 | 6 December  | Seminar Presentations  |

**HAPPY CHRISTMAS**

## SEMINAR READINGS

### 13 September Introduction, Organization and Planning.

Susan Doran, *Queen Elizabeth I*, (2003), Ch. 1-3 View: *Elizabeth I* (1998)

### 20 September Early Life Lessons & Elizabeth's Leadership Style

Response to *Elizabeth I* (1998) due. Seminar Discussion and Essay seminar dates by lottery.  
*Dictionary of National Biography (Online)*: Elizabeth I, Mary Tudor & Mary Queen of Scots  
 Stump & Felch, *Elizabeth and Her Age*: Part I Princess Elizabeth (1533-1558): Parentage & Infancy 3-14, 17-18; Threats & Imprisonment, 25, 30, 37-39, 40-42; Part II Coronation & Problems of Legitimacy & Succession 73-83; 88-90, 123-27 (Coronation Speech); Speeches to Parliament & Ministers 131-2.

Larissa J. Taylor-Smith, "A Psychological Profile," *The Sixteenth Century Journal*, 15 (1), 1984, 47-72. [\[JSTOR\]](#)

Discussion: What important lessons did Elizabeth learn in her early life? Did she have a distinctive leadership style? How well did Elizabeth I balance her role as a leader, a woman and a queen? (Compare: Mary Tudor & Mary Stuart)  
*Young Bess* (1953)

### 27 September The Marriage Question, Courtships and Diplomacy

Background: Susan Doran, *Queen Elizabeth I*, (2003), Ch.4

Susan Doran, "Why did Elizabeth not Marry?" (1998) **[Course Pack CP]**

Susan Doran, "Religion and Politics at the Court of Elizabeth I: The Habsburg Marriage Negotiation of 1559-1567," *English Historical Review*, 104 (413), Oct 1989, 908-26. [\[JSTOR\]](#)

Wallace MacCaffrey, "The Anjou Match and the making of Elizabethan foreign policy," in Peter Clark et al. (eds.) *The English Commonwealth 1547-1640: Essays in Politics and Society*, (New York, 1979), 59-75. **[CP]**

Natalie Mears, "Love-making and the Anjou Marriage Negotiations, c. 1578-1582," *History*, 86, 284, 442-66. [\[SCHOLARS PORTAL\]](#)

Stump & Felch, Marriage Question: 127-28; Part V The French Marriage Negotiations 1578-82: 266-83, 308-9; Elizabeth's Speeches to Parliament on marriage question 1559, 1566; Letter to Erik of Sweden

Discussion: Who were the Queen's suitors and how might marriage affect foreign relations? Why did Elizabeth not marry?

### 4 October Virgin Mary & Virgin Queen:

Susan Doran, "Elizabeth I, Gender, Power and Politics," *History Today*, May 2003, 53 (5), pp. 29-35. **[PROQUEST]**

John N. King, "Queen Elizabeth I: Representations of the Virgin Queen," *Renaissance Quarterly*, 43 (1), 1990, 30-74. [\[JSTOR\]](#)

Paul J. Hammer, "Sex and the Virgin Queen: Aristocratic Concupiscence and the Court of Elizabeth I," *The Sixteenth Century Journal*, 31 (1), 2000, 77-97. [\[JSTOR\]](#)

Sarah Mendelson, "Popular Perceptions of Elizabeth," in Carole Levin et al. *Elizabeth I. Always Her Own Free Woman* (2003), 192-214. **[CP]**

Louis Montrose, "A cult of Elizabeth?" in *The Subject of Elizabeth* (2006), 104-118. [CP]  
Stump & Felch, 616-23.

Discussion: What do historians mean by the Cult of the Virgin Mary, the Cult of Elizabeth and the Virgin Queen? Was the Virgin Queen the Protestants' Virgin Mary?

### **Book Review due 11 October (10%)**

**11 October**                    **Elizabeth and Historiography: The Traditional Elizabeth and Revisionism (1938-2011)** Oral Presentations Instructions to follow

John McGurk, "William Camden: Civil Historian or Glorianna's Propogandist?" *History Today* 38, (4) 1988, 47-53. [WORLD HISTORY COLLECTION]

Patrick Collinson, "Elizabeth and the verdicts of history," *Historical Research*, 75 No. 194, 2003, 169-491. [SCHOLARS PORTAL]

Stump & Felch: Part X1: Remembering Elizabeth & Early Accounts of the Queen (1577-1848), 636-44.

Discussion: How have historians used Elizabeth I? The role of William Camden  
Is Biography a lesser form of History? What are some of the Uses of Elizabeth? See William Camden, Sir Robert Naunton & others

**18 October**                    **Elizabeth: Representation & Self Representation: Portraiture, Processions, Progresses & Entertainments**

Mary Hill Cole, "Monarchy in Motion: An overview of Elizabethan Progresses," in Jayne Elizabeth Archer et al. *The Progresses, Pageants, and Entertainments of Queen Elizabeth I*, (2007), 27-45. [CP]

Tanya Cooper, "Queen Elizabeth's Public Face," *History Today*, 2003, 53 (5), 38-41.

Anna Riehl, "Portraiture: The Painted Texts of Elizabeth's Faces," in *The Face of Queenship. Early Modern Representations of Elizabeth I*. (2010), 123-172. [CP]

Julia Walker, "Bones of Contention: Posthumous Images of Elizabeth and Stuart Politics," (London, 1998), 252-76. [CP]

Alison Sim, "The Royal Court and Progresses," *History Today*, 2003, 53 (5), 49-52.

### **PROQUEST**

Stump & Felch, 192-5, 222-6; Accession Day 321-30; Court, 737-69.

Discussion: What was the importance is iconography in Elizabeth's reign and how reliable is portrait evidence?

### **Topic Selection & Annotated Bibliography due 25 October (10%)**

**25 October**                    **Reel versus Real Elizabeth**

Thomas Betteridge, "A Queen for all Seasons: Elizabeth I on film," in S. Doran & T.S. Freeman (eds.), *The Myth of Elizabeth*, (2003), 242-59. [CP]

Renee Pigeon, "'No man's Elizabeth': The Virgin Queen in Recent Films, in D. Cartmill et al. (eds.) *Retrovisions: Reinventing the Past in Film and Fiction*, (London, 2001), 8-24. [CP]

David Grant Moss, "A Queen for Whose Time? Elizabeth I as Icon for the Twentieth Century," *Journal of Popular Culture*, 2006, 39 (5), 796-816. [SCHOLARS PORTAL]

Discussion: Which one of the "screen queens" is closest to the real Elizabeth and why?  
What is the relationship between historical research and popular culture? Does film have a place in the classroom?

**1 November                      Two Queens and One Isle: Anglo-Scottish Relations &  
The Problem of Mary Queen Scots**

Background: Susan Doran, *Elizabeth* Chapter 5; *Dictionary of National Biography*, Mary Queen of Scots (**Online**)

Susan Doran, "Revenge her Foul and Most Unnatural Murder? The Impact of Mary Stuart's Execution in Anglo-Scottish Relations," *History*, 2000, 85 No. 280 589-612. [**SCHOLARS PORTAL**]

Anne McLaren, "Gender, Religion and Early Modern nationalism: Elizabeth I, Mary Queen of Scots and the Genesis of English Anti-Catholicism," *American Historical Review*, 2002, 109 (3), 739-767. [**JSTOR**]

Michael Lynch reviews recent scholarship on Mary Stuart: *Scottish Historical Review*, 88(1), 2009, 172-4. [**CP**]

Stump & Felch, Part III: Mary Queen of Scots, Rebellion and Discontent 1567-1571: 137-57, 168-70. Also Mary's correspondence with Elizabeth [**CP**]

Discussion: Why did so many English protestants hate and fear Mary Queen of Scots, and yet were willing to accept, and even love, Elizabeth I?

**8 November                      The Armada and the Myth of the Sea**

Cynthia Behrman, "The Victorian Myths of the Armada," in *The Victorian Myths of the Sea* (Ohio, 1977), 77-90. [**CP**]

David Cressy, "The Spanish Armada," *Bonfires and Bells*, 1989, 110-29. [**CP**]

Susan Frye, "The Myth of Elizabeth at Tilbury," *The Sixteenth Century Journal*, 23, 1992, 95-114. [**JSTOR**]

Janet M. Green, "'I My Self': Queen Elizabeth's oration at Tilbury Camp," *The Sixteenth Century Journal*, 28 (2), 1997, 421-45. [**JSTOR**]

Stump & Felch, Part VII, 373-83, 390-7, 402-8; Tilbury Speech (1588)

Discussion: In what ways have historians and others used the Armada to shape national memory? How convincing is the historical evidence for the Tilbury myth?

**15 November                      Glorianna: The Golden Age & the Final Years  
Representation, Myth and Memory: Bias of History & the uses of Elizabeth**

Background: Susan Doran, *Elizabeth I* (2003), Chap 6.

David Cressy, "Queen Elizabeth of Famous Memory," *Bonfires and Bells* (1989), 130-140. [**CP**]

Katherine Duncan-Jones, "'Almost always smiling': Elizabeth's last Two Years," in Elizabeth H. Hageman et al., *Resurrecting Elizabeth I in Seventeenth Century England*, (2007), 31-47. [**CP**]

Paul Hammer, "The Last Decade," *History Today*, 2003, 53 (5), 53-9. [**PROQUEST**]

Scott L. Newstock, "'Turn thy Tombe into a Throne.' Elizabeth's death rehearsal," in Annaliese Connolly & Lisa Hopkins (eds.) *Goddesses and Queens: The Iconography of Elizabeth*, (2001), 169-90. [**CP**]

Stump & Felch: The Golden Speech (1601), 503-7, 516-20, 524-30.

Discussion: Was there an Elizabethan "Golden Age"? How important is myth and memory (individual and collective) in understanding the life and afterlife of Queen Elizabeth I?

**SEMINAR PRESENTATIONS**

**22 November Seminar Presentations**

**29 November Seminar Presentations**

**6 December Seminar Presentations**

## **NO FINAL EXAM**

**\*Depending on course enrollment schedule may be subject to change**

## **Policy Regarding Essay Submission, Late Essays, and Written Work Not Submitted**

1. A penalty of five (5) marks will be assessed for essays submitted the first day after the deadline.
2. A penalty of one (1) mark will be assessed for each subsequent day, including weekends.
3. No essays will be accepted after the 14th day beyond the deadline, including weekends.
4. Exceptions to the above provisions will be granted only on the basis of
  - (a) humanitarian grounds (**Note:** In fairness to all students, documented evidence will be required when a death or serious illness in the family has occurred);
  - (b) medical grounds for which written proof must be provided (**Note:** This may be submitted to the Dean's Office). **NOTE:** Contact **Brescia's Senior Academic Advisors**.
5. Computer breakdowns will not be considered under provision 4 (a).
6. A student who fails to submit all the required written assignments, which together make up the "Essay" component of the course, will not receive credit for the course.

## **POLICY REGARDING PLAGIARISM**

### **General Statement on Plagiarism:**

Brescia is committed to Academic Integrity.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>.

### **PLAGIARISM AND CHEATING ARE SERIOUS SCHOLASTIC OFFENCES**

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

**Preamble:** Any written text (and supporting materials), whether printed (e.g. a book, an article, a pamphlet) or "manuscript" (e.g. ms. for a scholarly paper or a dissertation), **is the property of its author[s]**. Therefore, any use of any part of such materials **must be acknowledged**. When the use is "indirect", as in a summary of information and/or ideas, the "borrowing" is acknowledged with a footnote. When the "borrowing" is "direct", that is when a portion of the text or of the supporting material is quoted *verbatim*, the "borrowing" is acknowledged in two ways: (1) quotation marks around the material quoted, and (2) a footnote. It is worth repeating that **both** forms of acknowledgement are **mandatory** when the material is copied directly. Use of on-line sources, **if permitted by your instructor**, must be acknowledged as to specific source, date of access, etc.

**Definition:** Plagiarism, simply defined, is a form of theft. Were the plagiarised material to be subsequently published it could well lead to legal action against the culprit. Plagiarism generally takes one of two forms (with infinite variations). "Flagrant plagiarism" occurs when portions of one or more written texts are copied, but no quotation marks are used to indicate the borrowing ... although a footnote may appear, which, as indicated above, is not sufficient. "Disguised plagiarism" occurs when the original text is paraphrased in such a way as to "disguise" the theft ... changing a word here and there, etc., even if a footnote is provided. Example: The original text says "The Cabinet met three times in an effort to resolve the issue"; the "paraphrased" text says "The Cabinet met on three occasions in an effort to resolve the problem".

**Plagiarism checking:** The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for checking.

Plagiarism is a major academic offence. For further information see the section on Scholastic Offences in the Academic Calendar. **Penalties: The Department Chair will determine the appropriate penalty in consultation with the student's course instructor. Penalties may include the following:**

- A. Inadvertent plagiarism by a beginning student will result in a warning to the student.
- B. "Flagrant plagiarism" results in a "0" for the assignment.
- C. "Disguised plagiarism" results in a "0" for the assignment.
- D. Submission of an assignment which is also being submitted in another course (or has been submitted in another course in a previous year), results in a "0" for the assignment.
- E. Submission of an assignment prepared by someone other than the alleged author results in a "0" FOR THE COURSE.
- F. Instances of plagiarism will be reported to the Dean.

## **Support Services**

**Brescia's Senior Academic Advisors are:**

**Wendy Latimer [wlatimer@uwo.ca](mailto:wlatimer@uwo.ca)**

**Jennifer Coghlin [jennifer.coghlin@uwo.ca](mailto:jennifer.coghlin@uwo.ca)**

**To book an appointment with an Academic Advisor, call 519-432-8353 ext. 28266.**

*22 June 2011*

## 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.