

Management and Organizational Studies 2205G Business Communications

CONTACT INFORMATION

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CLASS INFORMATION

Tuesdays & Thursdays
2:30 – 3:50
Room 2013

COURSE DESCRIPTION

An examination of the written, oral and visual aspects of business communication. Topics include genres of workplace writing; positive, negative and persuasive messages; oral communication; and employment seeking communications.

COURSE PREREQUISITES AND ANTIREQUISITES

Antirequisite(s): Business Administration 3302Y (Year Three required course in HBA), Human Ecology 2266F/G, Writing 1031F/G, Writing 2111F/G.

Prerequisite(s): Enrolment in BMOS, the Diploma in Management Studies, Leadership Studies, or with permission of the instructor.

COURSE LEARNING OUTCOMES

Upon successful completion of this course students will be able to:

1. Apply a writing process that incorporates planning, drafting and rewriting;
2. Create messages for different purposes that meet audience needs;
3. Prepare organized and error-free writing to achieve a concise, direct, and simple prose style;
4. Create, plan and deliver persuasive oral presentations;
5. Collaborate and communicate effectively in group-based applied learning exercises, peer feedback sessions, and group presentation preparation and delivery;
6. Explore potential careers by conducting an informational interview and reflecting on the experience; and
7. Demonstrate professionalism and expected workplace behaviour, for example, promptness, participation, persuasion, leadership, collaboration, engagement and attendance.

BRESCIA UNIVERSITY COLLEGE COMPETENCIES

Primary competencies developed in this course include:

Communication: The ability to exchange information and meaning across cultures, space, and time appropriately and correctly. This competency includes oral, written, and interpersonal communication, and the ability to use current or innovative media. [Level 4]

Critical Thinking: The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion. [Level 3]

Inquiry and Analysis: The ability to ask questions, examine issues, and reach informed conclusions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events. [Level 2]

Problem Solving: The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached. [Level 2]

Self Awareness and Development: The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth. [Level 3]

Social Awareness and Engagement: The ability to respect and be open to diversity (e.g. cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies. [Level 1]

See <http://brescia.uwo.ca/academics/brescia-competencies/> for a detailed description of each competency.

COURSE MATERIALS

The following textbook is **required** for students registered in Management and Organizational Studies (MOS) 2205F/G at Brescia University College:

Braun, K, Locker, K., and Kaczmarek, S. Business Communication: Building Critical Skills, Sixth Canadian Edition, McGraw-Hill Ryerson 2016, ISBN 9781259089091

The following books are **optional**:

Gallo, C. Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds, St. Martin's Press 2014, ISBN 978-1250041128.

Straus, J. The Blue Book of Grammar and Punctuation, Tenth Edition, Jossey-Bass 2008, ISBN 9780470222683

Messenger, W.E., Brown, J., de Bruyn, J., Montagnes, R. The Concise Canadian Writer's

Handbook, Second Edition, Oxford University Press 2013, ISBN9780195447088

COURSE STRUCTURE AND CONTENT

The course generally covers three key topics: written communication, oral communication and communication for career management.

The first part of the course covers the essentials of effective communication including: adapting your message to your audience; the writing process: planning, writing, revising; designing documents and visuals; communicating across cultures; active listening; diversity & inclusion; informative, positive, persuasive and negative messages; and essentials of report writing.

After students have developed an understanding of communication essentials, they will apply this knowledge to topics such as: presentation types and styles, criteria for effective presentations, skills to plan and deliver oral presentations, and presentation evaluation.

The final portion of the course will cover topics relating to communication for career management. Students will choose from a range of topics to incorporate in this section including job search strategies, professional profiles, developing an elevator pitch, resume writing practices, developing persuasive application letters, and job interview communications.

TEACHING METHODOLOGY AND EXPECTATIONS OF STUDENTS

This course is taught using the team-based learning (TBL) pedagogy. TBL is an alternative to lecture-based learning. The main purpose of TBL is to transform the classroom experience from acquiring knowledge to applying it. While most of the learning occurs among students in their teams, I will always be present and available to provide guidance.

Students will be expected to complete all pre-class readings and pre-class assignments in order to fully participate in the in-class activities. During class time students can expect to participate in discussions, exercises, and presentations and usually submit individual or team work products at the end of the class. Some class content will either mirror or complement the reading assignments, while other classes will cover material in addition to the assigned readings.

Students are expected to be fully engaged in the entire learning process. This means you are expected to complete the assigned readings and assignments *prior* to the class they will be applied and to come prepared to listen, share, and collaborate.

Class Schedule

The day-to-day schedule for this course is posted on OWL. I may depart from this schedule as some topics take up more (or less) time than is scheduled. Following this schedule is your responsibility. You should check OWL regularly for reading assignments, reading review notes, assignment information, and announcements.

EVALUATION

Students must complete all elements of evaluation in order to receive a passing grade in the course. There will be no reweighting of components within the course. Please note that grades cannot be adjusted on the basis of need. Your mark in the course will be the mark that you earn based on your demonstrated understanding of the course content. Extra credit assignments are not available and assignments cannot be resubmitted to obtain a higher mark. Once a student has completed an assignment she is committed to the mark earned.

Component	Weight	Timing	Learning Objective	Brescia Competencies
Blog Posts and Comments	30%	Ongoing	1,2,3	Communication Critical Thinking Self-Awareness & Development Social Awareness & Engagement
Short Writing Assignments (3)	15%	February 6, February 27, & March 12	1,2,3	Communication Problem-Solving
Infographic Assignment	5%	March 10	2,3,5,7	Communication Problem-Solving Social Awareness & Engagement
Persuasive Group Presentation	15%	March 17 & 19	2,4,5	Communication Critical Thinking Inquiry & Analysis Social Awareness & Engagement
Informational Interview Reflection Paper	15%	April 2	1,2,3,6	Communication Inquiry & Analysis Self-Awareness & Development
Contribution to Learning (Self & Team)	20%	Every Class	5,7	Communication

This course will require the submission of all written material (with the exception of the blog posts and comments) to TurnItIn.com. Hard copies of all written assignments (with the exception of the blog posts and comments) are also expected to be handed in by the deadline.

Evaluation Component Overview

Blog Posts and Comments

Students will write and post blogs to their individual blog site at regular intervals throughout the course (25 per cent of the course grade). Blog post topics, question prompts and due dates are posted on OWL. Students will also be expected to read and add comments to other students' blogs (5 per cent of the course grade). Guidelines for posting and commenting will be provided on OWL.

Short Writing Assignments

There will be three short writing assignments worth a total of five per cent each. Individual instructions for each assignment will be provided approximately two weeks in advance of the due date for the assignment. All assignments are due at the **beginning of class** (both hard copy and electronic submission through OWL).

Infographic Assignment

The infographic assignment will take place in class over the duration of two classes. Student teams will be expected to choose a topic, gather relevant information, prepare an infographic and share it with the class. Students who are absent from the second designated class time will be expected to complete the assignment individually.

Persuasive Group Presentation

Pairs of students will make a persuasive presentation to the class. Group member names and topics must be submitted **by Tuesday, February 4, 2019** for approval. Pairs may choose any topic of interest to them, but sample topics will be provided for groups to consider.

Informational Interview Reflection Paper

An informational interview is a meeting (either in person, over the phone or through a program such as “Skype”) with an experienced professional intended to help a student gather information about an occupation or industry of interest. Family members or close family friends should not be approached for the informational interview assignment. Each student will be responsible for finding an individual to interview (supports will be available through me, Student Life and Alumnae Relations). A single-spaced paper (between 1,800 and 2,200 words) will allow the student to reflect on what they learned through the experience and how the information gathered in the interview will influence the student’s future job search strategy.

Contribution to Learning (Self & Team)

Contribution by each and every student is a cornerstone of any effective learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. Students’ contribution to this course is initiated through thorough class preparation. The term “team” may refer to a pair of students working together, a team of students at a classroom table, and the full team of students in the entire class.

Contribution to Learning – Self will be assessed using the following criteria:

- Professionalism
 - Attendance (be present), punctuality (be on time), engagement (be ready to go with all necessary materials at your disposal).
- Preparation
 - Complete all pre-class readings and assignments, submit all readiness assessment work on time (which will always be in advance of class).
- Expression of Learning
 - Complete all individual end-of-class reflections/assignments/exercises thoroughly, incorporating content accurately (when relevant), and demonstrating an appropriate level of understanding.

Contribution to Learning – Team will be assessed using the following criteria:

- Contribution to Discussions
 - The extent to which you volunteered information, asked relevant questions, analysed the contributions of others, and expressed your own evaluations/ideas/conclusions.
- Expression of Learning
 - Contribute towards the completion of all team end-of-class reflections/assignments/exercises thoroughly, incorporating content accurately (when relevant), and demonstrating an appropriate level of understanding.
- Demonstration of Team Skills
 - The extent to which you assumed responsibility for your assigned team role, supported others in their contributions, avoided team domination, assisted others where appropriate, provided constructive feedback to others, and exhibited tolerance and respect for others.

Contribution to Learning (Self and/or Team) will be assessed each class on a five-point scale, depending on the nature of the work assigned and the format used.

If the assignment schedule indicates that a document must be uploaded to OWL or submitted via a form, please do so by the deadline indicated. This will be counted towards your Contribution to Learning (Self) assessment.

Penalties for Late Assignments

All written assignments and blog post submissions are subject to the same late penalty. Late assignments will receive a 10% deduction for each 24-hour period the assignment is late.

CLASS ETIQUETTE

Attendance

Attendance at all classes in this course is expected; however, circumstances may arise which make it impossible for you to attend. For this reason, students will be **excused for up to two classes**. These absences will not negatively affect your Contribution to Learning grade. In the situation of an extended absence (see point three on page nine of this outline), please visit your Academic Advisor.

Under University regulations, your instructor can determine at which point absenteeism has become excessive and approach the Dean who may stop your final paper from being marked, thus preventing you from passing the course. **At the discretion of the individual instructor, any student who misses more than 25% of scheduled classes will receive a class contribution grade of 0 out of 10 for the course.**

Student Use of Technology in Class

The nature of the MOS 2205F/G classroom requires that electronic devices (laptops, tablets, and/or smart phones) be used to participate in class activities. There will be times where students will be asked to close or put devices away. Students are asked to fully cooperate with in-class instructions. Failure to cooperate and using devices for non-class activities (i.e. texting, checking email, checking social media pages, etc.) will **result in an immediate “0” in Contribution to Learning for that class**. Recording devices of any kind (camera, recorders, phones, etc.) may not be operated without my consent.

A Note Regarding Email

Email is a useful communication tool, especially if used for sharing information; however, it is not a good tool for discussion or decision-making. Therefore, please follow these guidelines regarding the use of email in this course:

1. Email is fine for sharing information and for setting up meetings and appointments.
2. It is useful for simple questions of clarification, but do not use it for anything that requires more than a one or two sentence response. Instead, see me during Office Hours or make an appointment with me at another time to discuss more complex questions.
3. Email is not an appropriate way to discuss grades or an issue with group dynamics, please discuss these issues with me in person.
4. Email, although informal, still requires a tone of respect and proper language.
5. I will check email on a daily basis Monday through Friday during normal business hours during the term. I will try to respond to your emails as promptly as possible, usually within 24 hours. Instantaneous responses will not be possible.

Appointments

If you wish to meet with me it is recommended that you see me during the designated weekly Office Hours or that you make an appointment. You do not need to make an appointment if you wish to see me during my regular Office Hours. Appointments for times outside of my Office Hours can be arranged by sending me an email to set up a mutually convenient time.

Make sure to be on time, have an objective for the discussion and bring a copy of your paper or exam if you wish to discuss it.

Privacy

In order to respect privacy laws, and the privacy of individual students, the only methods student grades will be communicated will be via OWL, direct contact with me or on a test/exam/report/essay paper. I am not able to email your grade to any email address.

Student grades are confidential. Please take this into consideration when sharing your grades or asking others to share their grades. Your choice to share your grades will not be taken into consideration in any grading decision made and in order to respect the privacy of each student, I will only discuss individual grades with the student in question.

The University is committed to protecting specific types of information, which, if disclosed, could reasonably be expected to result in harm to the University, an identifiable individual, or a third party. As a result, I am not able to release any information including, but not limited to, a student's personal information, attendance or grade records, to anyone other than the individual involved.

ACADEMIC ACCOMMODATION

If, on medical or compassionate grounds, a student is unable to complete a course component worth **greater than 10 per cent** of the final course grade, it is the responsibility of the student to consult with an Academic Advisor and follow the procedures documented in the "**POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**" on page 9 of this outline.

For academic accommodation to be considered for any course component worth **less than 10 per cent** of the final course grade, it is the responsibility of the student to approach the course instructor in a timely fashion (within two business days of the missed deadline). 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.

Dropping a Course

In order to drop a course without academic penalty, you must drop the course by the following date:

Fall Term Half Credit Course March 7

For further details, check the online academic calendar in the registrar's website or check with your Academic Advisor.

To book an appointment with one of Brescia's Senior Academic Advisors visit the Hive.

2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a Self-Reported Absence form provided that the conditions for submission are met;
2. For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements 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. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused

absence from a single course while students fulfill their academic responsibilities in other courses during that time.

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

1. Students will be allowed a maximum of two self-reported absences between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will not be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may not be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students must communicate 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 fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 for illness 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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students must communicate with their instructors no later than 24 hours after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;

5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty. The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=#>).

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.

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 and warranted.

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

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

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

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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>).

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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through Mental Health & Wellness at Brescia (<http://brescia.uwo.ca/life/mental-health-wellness/>) and Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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