

UNIVERSITY OF WESTERN ONTARIO  
BRESCIA UNIVERSITY COLLEGE  
ENGLISH 3330E (formerly 3227E (formerly 2430E (formerly 232))) Shakespeare and Drama

Dr. Dominick Grace  
Phone: 432-8353 ext. 28244  
Class Hours: Online  
Office Hours: TBA

Office: UH 337  
e-mail: dgrace2@uwo.ca  
Classroom: N/A

### **COURSE DESCRIPTION**

Shakespeare remains one of the most influential of English writers. This course studies eleven plays across a range of genres. Instructors may integrate theatre-oriented exercises and/or other dramatic or non-dramatic material, depending on individual emphasis. When possible, the teaching program will include an autumn theatre trip.

**ANTIREQUISITES:** English 2371E, English 2372F/G, English 2373F/G, 2430E, and the former English 3227E.

**PREREQUISITES:** At least 60% in English 1020-1099, or permission of the Department.

### **TEXTS**

Shakespeare, William. *The Norton Shakespeare*. 2-vol edition. Norton. (Or any other good critical edition of either the complete plays or the individual plays; note that differences in editorial practice may at times lead to substantive differences between some editions.)

### **COURSE GOALS AND OBJECTIVES**

1. To understand Shakespeare's plays in the context of the literary and dramatic tradition.
2. To understand Shakespeare's plays in their historical context.
3. To learn about the reception of Shakespeare's works.

By the end of the course, successful students will be able to

- \* define and use correctly terminology germane to Early Modern theatre (communications competency level 1)
- \* explain, differentiate among, and compare and contrast the various theatrical genres, especially those used by Shakespeare: comedy, tragedy, history, and romance (communications, inquiry and analysis, critical thinking competencies level 2)
- \* analyze aspects of Shakespearean drama such as symbolism, characterization, dramaturgy, ideology, etc. (communications, inquiry and analysis, and critical thinking competencies level 3)
- \* employ secondary source material in their own analyses *and* to critique such secondary source material pertaining to Shakespearean drama (communications, inquiry and analysis, and critical thinking competencies level 4)

- \* develop independent analyses of Shakespeare, beyond what they have been told in class (communications, inquiry and analysis, and critical thinking competencies level 4)
- \* evaluate the implications of staging and performance choices (CREATIVITY competency; inquiry and analysis, critical thinking competencies, level 4)
- \* design a staging plan for a play scene (OPTIONAL CREATIVITY competency; problem-solving, critical thinking competencies, level 4)
- \* adapt an existing scene or originate a pastiche of a Shakespearean scene (OPTIONAL CREATIVITY competency; problem-solving, self-awareness and development competencies, level 4)
- \* appraise and evaluate the cultural assumptions and biases that inform Shakespeare's work (valuing; social awareness and engagement competencies, level 3)

### **Methods of Evaluation**

Quizzes (approx. 10)	5%
Forums Participation	15%
Speech analysis	5%
Critical review	10%
Essay 1 (1500 words)*	15%
Essay 2 (2500 words)	20%
5-minute presentation**	10%
Final Summative Assignment	20%

\*Creativity Module optional alternate assignment: scene analysis

\*\*Creativity Module optional alternate assignment: scene adaptation or missing scene creation

### **INTELLECTUAL PROPERTY**

All course content, posted online or shared otherwise, including PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, videos and other components of the course materials are typically the intellectual property of the instructor, or of other copyright owners. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

## SCHEDULE OF CLASSES AND IMPORTANT DATES

Note: though I will make every effort to maintain this schedule, it is PROVISIONAL. We may have to make adjustments as the course proceeds (e.g. adding to or cutting the time allotted to a play).

Week of

Sept. 7	Introduction (classes begin September 9)
Sept. 14	Midsummer Night's Dream
Sept. 21	Midsummer Night's Dream
Sept. 28	The History Play; Study and Research
Oct. 5	Richard III *****SPEECH ANALYSIS DUE*****
Oct. 12	Richard III
Oct. 19	Titus Andronicus
Oct. 26	Titus Andronicus *****ESSAY ONE DUE*****
Nov. 2	Fall Reading Break
Nov. 9	Twelfth Night *****SHORT PRESENTATIONS BEGIN*****
Nov. 16	Twelfth Night
Nov. 23	Richard II
Nov. 30	Richard II
Jan. 4	Othello
Jan. 11	Othello *****CRITICAL REVIEW DUE*****
Jan. 18	Measure for Measure
Jan. 25	Measure for Measure
Feb. 1	1 Henry IV
Feb. 8	1 Henry IV
Feb. 15	READING WEEK
Feb. 22	King Lear
Mar. 1	King Lear
Mar. 8	King Lear
Mar. 15	Troilus and Cressida *****ESSAY TWO DUE*****
Mar. 22	Troilus and Cressida
Mar. 29	A Winter's Tale
Apr. 5	A Winter's Tale

Final summative assignment due date: April 19 2021

## CLASS POLICIES: ENGLISH 3330E

### Online Etiquette

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please “arrive” to class on time, in the event of class components that require synchronous presence
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are speaking (you may leave your camera off even when speaking, if you wish)
- please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants, except in the group-moderated Forums sections. To participate in synchronous videotaped sessions, please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

## **Literary Studies**

Literature is by its nature exploratory. It pushes against conventions, assumptions, limits, and even good taste. Literary texts may be culturally, morally, politically, racially, socially, religiously, ideologically, and/or linguistically or otherwise offensive to some. In taking this course, you agree to expose yourself to material that you may find offensive and agree to read all required work and do all required assignments, even if the materials involved are offensive to you. It is understood that literary analysis and evaluation can include consideration of what is offensive and why, within the context of reasoned discussion and civil debate.

## **General Requirements**

You may from time to time during the course receive direction to avail yourselves of University services and resources, or to engage in activities and pursuits outside the confines of the university, as part of the requirements for this course. Failure to follow such direction will be taken into account and may have a detrimental impact on your grade. It is understood that such requirements will be directly relevant to the materials being studied or to your progress as a student and that such directions will not be unduly onerous or burdensome.

## **Academic Accommodation**

See the attached document on Brescia policies for the rules governing academic accommodation for illness. Situations not covered by that policy (e.g. assignments worth less than 10%, or late or non-submission without academic accommodation) are covered as appropriate below.

## **Attendance**

The academic calendar states that frequent absence from class can lead to students being “debarred from writing the final examination.” However, attendance in an online environment is far more flexible than in a in-class setting, I expect students to meet the required standards for involvement in the Forums and to be present when and if we agree as a group to schedule any synchronous meetings.

## **Recording**

**Should we opt to have synchronous class sessions on occasion, these will be recorded.** The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings. If you do not wish to be recorded, turn off your camera and do not make oral or written comments.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

## **Submission of Work**

Submit work electronically, as instructed for a given assignment.

## **Essays**

Due dates for essays are included on the course schedule. Assignment topics will be provided in advance of the due date. Consequently, you are expected to be aware of deadlines and to observe them; few excuses for lateness are acceptable. The pressure of other work is not an acceptable excuse for lateness, as the point of giving you your deadlines in advance is to allow you to plan your schedule accordingly. **Late assignments will be accepted but will be penalized 2% per day, including weekends.** Apologizing for lateness or asking if you can submit the essay a day or two late will in no way affect this policy. **Essays MUST be written to conform to the MLA guidelines for research papers. Failure to conform to the MLA guidelines will be penalized.** All essays submitted on time will be returned promptly (usually within three weeks of submission) and will include, on return, written annotations throughout and a general commentary following the essay. Late essays will be returned eventually; in addition to having grades deducted, late papers will receive little or no written commentary. Where research requirements are specified, failure to observe them will be penalized; it is incumbent on you to begin work sufficiently in advance of the due date to meet the assignment requirements.

**Short Essay Creativity Alternative Assignment:** If you are taking the Creativity and Literature module, you may opt for an alternative to the SHORT ESSAY assignment. Instead of writing a short essay, design a plan for staging a short scene (200-300 lines). Consider what sort of theatrical space you wish to use, what technical effects (if any—remember that few were available to Shakespeare) you wish to use, how characters should be costumed, how the scene should be blocked, and how key dramatic elements (e.g. character revelation) are to be communicated. Justify your choices based on an overarching interpretive concept for your imagined production.

## **Quizzes**

Quizzes will be given periodically, approximately every two weeks, without advance warning, via the Assignments tab. Completion will be time-limited, probably to fifteen minutes. There will be no make-up quizzes for missed deadlines or missed classes. Your lowest quiz score will not count.

## **Short Presentation**

**Presentation:** Seminars **MUST** be posted during the week scheduled. Keeping on schedule is challenging enough without having to juggle seminar presentations. You have considerable freedom in how you choose to present. You may shoot a short video, or do a PowerPoint with voiceover, or a podcast, or do something else, depending on your level of technological knowledge/comfort. You may make a formal presentation; you may require interaction by asking

questions in the Forums, designing some kind of interactive exercise, or in other ways; you may videotape a skit (if you can do so safely and within social distancing guidelines), etc. In short, the format for the presentation is open, as long as the presentation addresses your topic in a useful and interesting way. It should be anchored to the play and address specifics, but it can be exploratory rather than conclusive, as long as you have clear ideas about what you are doing and where you are going.

**Follow-up:** Within seven days of your presentation (see me for exceptions such as end of term, before Reading Week, etc.), you must submit a written self-evaluation in which you reflect on what you did, provide a commentary on why you chose the approach you did, and provide a commentary on how you think the presentation went (did you achieve your ends? what worked? what did not? what would you do differently next time? etc.). Include a works cited list detailing any secondary sources used for the presentation (including visual resources such as film clips). The written report need not take the form of a formal essay or conform to MLA guidelines, except insofar as it provides a works cited list. This report should be approximately 1000 words (i.e. about 3 typed pages).

**Creativity Module Optional Alternate Assignment:** If you are taking the Literature and Creativity Module, you may opt to do an alternate assignment in place of the Short Presentation. You may EITHER write an adaptation of a short scene (minimum 200 lines, maximum 400 lines), OR write a missing scene (same length restriction). If you wish to write an adaptation, you have alternatives such as considering how you might adapt the scene into contemporary language, or how you might adapt it to fit into a different genre (Shakespeare's works often get reimagined in different contexts—e.g. *Macbeth* as a story about the Mafia), or how you might adapt it to another medium. If you wish to write a missing scene, select what seems like it would be an interesting area NOT explored in a play to imagine (e.g. what is the conversation between Theseus and Hippolyta like after the exist from I.i in *a Midsummer Night's Dream*? How exactly were the Princes in *Richard III* murdered? Etc). Be sure to follow Shakespeare's conventions; in good pastiche style, try to imitate his voice and predilections.

## Forum Participation

Since this class is being offered online, participation in the usual way is impossible. However, direct engagement with class materials and with each others' ideas is important to learning. Consequently, all students will be expected to make a minimum of TWO contributions (on average) to the Forums discussions per week. Contributions may consist of original posts expressing your own ideas, questions for the class to consider, answers to questions, and/or responses to comments posted by others. Five per cent will be based strictly on the number of submissions you make—e.g. if you submit on average only one response per week, you will receive 2.5 rather than 5. The other 10% will be qualitative, based on the level of engagement and insight shown in your contributions. This qualitative component will include your tenure as **Leader of the Forum:** for ONE week, each of you will be assigned the task of being Forum Leader. It will be your task for that week to come up with two or three interesting topics or questions for discussion and to lead the discussion by responding to your peers and encouraging further/deeper thought.

Keep the **Internet Etiquette** guidelines above in mind during Forums discussions. You may disagree with your peers, and engage in debate with them, in the Forums discussion, indeed, such active engagement will make the Forums a more evaluable learning tool. However, do NOT

- Mock the opinions of your peers
- Express criticisms negatively (e.g. “That reading is wrong”) but positively (e.g. “I didn’t understand that dialogue exchange the same way you did; can you explain in more detail how you reached your conclusions?”)
- Use insulting or demeaning language
- Insist on the rightness of your opinion in the face of disagreement and alternative ideas; make good-faith attempts to evaluate your peers’ comments, and to reevaluate your opinions, objectively and with an eye to the evidence. Be persuasive, but not antagonistic.

### **Speech Analysis**

You will be asked to select ONE speech (probably a monologue or a soliloquy) from a play we are studying and to analyze how it works. Topics to consider may be formal elements (e.g. verse vs prose; use of figurative language and/or rhetorical devices), thematic/symbolic elements, plot relevance, character revelation, etc. This should be no more than 500 words (approximately 2 typed pages).

### **Critical Review**

You will be asked to select ONE academic article on Shakespeare from a list that I provide and write a critique of it. How is it useful to your understanding of Shakespeare? What are its limitations? This should be no more than 1000 words (approximately 4 typed pages).

### **Final Summative Assignment**

There will not be a conventional final exam for this course. Instead, you will be asked to complete and submit a final summative assignment after the end of classes. Details on this will be forthcoming as the term progresses. It will probably be formally scheduled during what would normally be the exam period, with a beginning and end time stipulated. According to this procedure, access to the examination must be provided at least 24 hours prior to the beginning of the examination slot assigned by the OOR. Papers will be due by the end of the assigned examination slot (e.g. if the scheduled slot were April 22 at 2:00-5:00 PM, access to the test would be provided no later than April 21 at 2:00, and completed assignments would be due no later than 5:00 PM on April 22).

### **Academic Standards**

As a university student, you are expected to meet certain requirements in your work. First, you are expected to use the English language clearly and correctly (see the calendar for University policies on English language proficiency). Grammatical errors or infelicities in your writing will have a

significant impact on your grade. You are expected to use formal language, not colloquial language. Second, as an English student you are expected to follow MLA guidelines for essay writing; matters of format will be referred to as the "mechanics" of writing in class and in comments on essays. Third, you are expected to have a thesis and to build an argument that will provide reasonable evidence and analysis sufficient to convince the sceptical reader of the validity of your position. You are not expected to summarize the plot of the work you are discussing, to repeat what we have done in class, or to toe a particular line. Overall, there are three broad areas in which you must show competence: grammar, mechanics, and analysis. A guide to how work is evaluated follows.

- A: To earn an "A" you must handle the mechanics of essay writing perfectly or nearly so; work must conform to MLA requirements and must be grammatically correct (or nearly so), clear, formal, and elegant. "A" work has a well-defined thesis, is carefully and clearly structured, makes excellent use of evidence from primary and secondary sources, and provides an argument that goes significantly beyond the information provided in class: you cannot earn an "A" by telling me what I have told you.
- B: To earn a "B" you must write well, making few grammatical errors; you may slip occasionally, but infrequently. Major errors, such as sentence fragments, dangling participles, misplaced modifiers, etc., are not acceptable and will pull your grade down to, at best, low "B" range. "B" work will be fairly well-organized and argued but will probably miss some important aspect of its case. Overall, it will make good use of evidence from the primary text, and perhaps from secondary materials, but will not fully capitalize on the best material available to prove its case. It will be less adventurous than "A" work, closer in theme and content to the "safe" material (e.g. perspectives explored in class or readily available in the bulk of the critical material).
- C: "C" work will probably suffer from numerous writing problems, both grammatical and mechanical, which will probably affect clarity. The structure of the argument will probably be unclear, due to an insufficient introduction, an illogical linking of arguments, or a loose linking of points. When your argument consists of a sequence of points treated more as a list than as a coherent structure, you are likely working in the "C" range. "C" work tends not to use evidence well, either because it integrates evidence poorly into the essay, because it misinterprets the evidence in some way, or because it does not use any direct evidence at all. The thesis in "C" work will probably be overly general, vague, or simplistic; the argument will be similar.
- D: "D" work will be weak grammatically and mechanically. Numerous major and minor grammatical errors will occur. Clarity will be a problem in the essay. Evidence, if used at all, will be poorly integrated and poorly evaluated, though it may be of some relevance to the topic. The argument will be poorly structured and/or unclear; links between ideas will not be evident, and the ideas themselves may not seem related to the central topic. Important arguments will be missed, as will important evidence; the interpretation may be based in a misreading of the text under discussion.
- F: "F" work will suffer from severe writing limitations. What is meant will often be difficult or impossible to determine. The mechanics will be nonexistent, or so poorly handled as to be

incoherent. The thesis will be vague to the point of banality, or simply wrong. Evidence will not appear or will be misused significantly; "F" work will show a fundamental lack of understanding of the topic and/or work under discussion. The argument will probably be poorly structured; elements of it will seem to be irrelevant to the topic. Significant evidence will be missed, or misused if it appears. Significant errors will probably occur with evidence use, including the misquotation or even misrepresentation of your text. Clear conclusions will be lacking, or will be so self-evident as to be meaningless (e.g. "Therefore, if Macbeth hadn't killed Duncan, he would have lived").

## 2020-21 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](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](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 fulfill 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](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](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.

Please note that for asynchronous online courses, attendance or participation requirements may be different than for synchronous or in-person courses.

**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](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](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](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](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/>.

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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.

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