

**Brescia University College  
School of Humanities  
2020-2021**

**History 3424E (530) IN PERSON**

**Queen Victoria & the Victorians**

**Instructor:** Dr. Sara Morrison  
**Class Times:** Tuesday: 11:30-2:30 (# 303)  
**Office:** UH 325  
**Voice Mail:** 519 432 8353 ext. 28271  
**Office Hours:** Wednesday 11:30-12:30, after class, or by appointment  
**Email:** [smorri5@uwo.ca](mailto:smorri5@uwo.ca). The best contact method is by email, or office hours

When Queen Victoria died in 1901, she had ruled Britain and its empire for nearly sixty-four years, longer than any other monarch in British history. The Victorian era was marked by dramatic change and striking contrasts. From imperial pomp and pageantry to grinding poverty and urban squalor, from class rigidity to bold individuality, from colonial outposts scattered across the globe to “little England”, and from daring vision to prim narrow-mindedness, Victorian society continues to fascinate historians and the general public alike.

By tracing the various and often competing strands of British and imperial society from the early nineteenth century to the onset of the First World War, students will read and discuss primary and secondary sources, which consider the political, social, religious, imperial, intellectual, cultural, gender, and environmental dimensions of Victorian Britain and its empire. This is a seminar course (maximum enrollment 15 students) In the first part of the course, our group discussions will familiarize students with the most significant debates and historical schools of thought about the Victorians. The second half of the course will be devoted to individual research, presentations and peer review as students develop an original research paper addressing one aspect of Victorian Britain or its empire.

**Prerequisites:** Course in History 2400 level or above/written Special Permission of your Dean.

**Antirequisites:** History 3414F/G; History 3432F/G & 4420F/G

**Marking Scheme**

Weekly Attendance, Passports, Participation & Class Activities:	<b>30%</b>
Book Review & short presentation 13 October 2020	<b>15%</b>
Journal: final entry due 2 February 2021	<b>15%</b>
Seminar TBD	<b>10%</b>
Research Essay	<b>30%</b>

### Research Essay Schedule (30%)

Compulsory **Library visit** 6 October 2020

Topic selection & bibliography due 10 November 2020

Proposal & Annotated Bibliography due 1 December 2020

Essay: due in class

Draft to Owl & Forum	2 March 2021
Revisions & Peer Review	9 March 2021
Final Essay (paper copy & owl)	16 March 2021
Class Presentation	23 March 2021

There is no final exam for this course.

\*Depending on course enrollment schedule may be subject to change. This is an in-person class; however, if the circumstances change the class will move online.

### Required Texts

Hallie Rubenhold, *The Five. The Untold Lives of the Women killed by Jack the Ripper* (New York: Mariner Books, 2020)

Susie Steinbach, *Understanding the Victorians: Politics, culture and society in nineteenth century Britain* (2<sup>nd</sup> edition, London: Routledge 2017) or etext version <https://lb.ca/cgi-bin/cgiwrap/additem.bbx/?Z109991/19781134818259>

Susie Steinbach, *Women in England, 1760-1914* (Phoenix, 2003)

R.L. Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*

Lytton Strachey, *Eminent Victorians* (1<sup>st</sup> ed 1918) Reprint

**Additional Readings** can be accessed at Brescia Library's "Course Readings" Reserve [**Reserve R**] and electronically through UWO Journals Online, the *Modern History Sourcebook* and OWL SAKAI

- *Brescia Competencies: Communication/Inquiry & Analysis/Critical Thinking/Self Awareness & Development/ Social Awareness & Engagement/Valuing/Problem Solving, Levels 3 & 4.*

### Learning Outcomes

- At the conclusion of this course successful students will acquire a basic view of Victorian Britain and its Empire, and an understanding of Victorian values, ideas and ideals. They will also learn to
- Evaluate evidence and assess its historical significance.
- Articulate and defend historical views and arguments, ideas and conclusions in written and oral form.
- Engage in seminar discussions of source materials and the process of writing history.
- Contribute to debates about historical and methodological issues.
- Present historical knowledge in an effective and engaging manner.

## Expectations

- Attend all seminars.
- Prepare weekly readings and submit point-form notes and questions to OWL.
- Participate in class discussions in person (or on the Forum, if the class moves online.)
- Participation includes selection of a digital database or website, illustrating its historical value to the class.
- Choose and prepare a short in class seminar topic to supplement the weekly theme.
- Write a short review of a selected biography of Queen Victoria.
- Select a theme for research paper.
- Read and understand primary sources.
- Prepare an annotated list of primary and secondary sources.
- Deliver 15 page research paper, plus bibliography; engage with the class in peer editing workshops and present research results to the class.

## History 3424E Learning Outcomes & Brescia Competencies (Levels 3 & 4)

- 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

*By mastering these universal skills, you will become a very employable candidate for a broad range of professions and occupations*

### **SCHEDULE OF WEEKLY CLASS THEMES**

Week 1	15 September	Introduction: Victoria and her Realm
Week 2	22 September	Victoria, Albert & the Domestic Ideal
Week 3	29 September	Politics, Reform, and Public Order
Week 4	6 October	Faith, Reason & Action (Library Resources)
Week 5	13 October	Victoria: Monarch, Wife and Mother (Review 15%)
Week 6	20 October	Women in Victorian Society
Week 7	27 October	Crime and Murder
	3 November	Reading Week
Week 8	10 November	Inside London's Underworld (Topic choice)
Week 9	17 November	Working & Factory Life
Week 10	24 November	Family Life & Victorian Values
Week 11	1 December	Consumption, Fashion, Leisure and Popular Culture (Essay Proposal & Annotated Bibliography)
Week 12	8 December	Victorian Traditions

### **TERM II**

Week 13	5 January	Victoria's Empire
Week 14	12 January	Ireland
Week 15	19 January	India
Week 16	26 January	Victoria's Monarchy
Week 17	2 February	Overview of the Victorian Age <i>Journal due in class</i> (15%)

Week 18	9 February	Documentary Showcase & Individual Meetings
	16 February	Reading Week
Week 19	22 February	Individual Meetings
Week 20	2 March	<i>Essay Drafts</i> due owl, Forum & in class 2 hard copies
Week 21	9 March	Student Peer Review & <i>Revisions</i>
Week 22	16 March	<i>Final Essay</i> due owl & hard copy in class
Week 23	23 March	Class Presentations
Week 24	30 March	Victorian Celebrations & Finale

### **NO FINAL EXAM**

### **SELECTED LEARNING OBJECTIVES**

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 research, write and present an original piece of work on either Queen Victoria or Victorian Britain.  
*(Communication/Inquiry & Analysis/Critical Thinking/Self Awareness & Development/Social Awareness & Engagement/ Valuing/Problem Solving)*
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. By late September all students will contribute regularly to class discussions based on an understanding of assigned readings. *(Communication/Inquiry & Analysis/Critical Thinking/Self Awareness & Development/Social Awareness & Engagement)*
3. Immediately students will begin searching for their research topic and decide on a topic by **10 November 2020** (with consultation and assistance from the Instructor) so that by early November they will begin to conceptualize a research topic based on primary sources (databases), providing a proposal and annotated bibliography to OWL and in hard copy in class **1 December 2020**. *(Communication/Inquiry & Analysis)*
4. Students will demonstrate their facility in scholarly reading and critical analysis providing updates on their research project. By late February students will be engaged in the writing process, having found, analyzed and synthesized their secondary materials,

which support an original research topic based their primary sources. Draft essays due to OWL & in class (2 copies) **2 March 2021**. Throughout March students will provide peer review to others, make revisions and submit their final essay to OWL & in class (permitting) **16 March 2021**. (*Communication/Inquiry & Analysis/ Critical Thinking*)

5. The research project 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. (*Communication/Inquiry & Analysis/Critical Thinking/Self Awareness & Development/ Valuing/Problem Solving*)
6. At the end of the course, in a Research Showcase **23 March 2021**, students will present results of their research to the class in a clear and well-organized manner: a short 10 minute presentation, or podcast (if necessary) as the class size allows. Also submit a hard copy of their draft and final research essay on OWL **and a hard copy** to the Instructor in class. (*Communication/Inquiry & Analysis/Critical Thinking/Self Awareness & Development/Social Awareness & Engagement*)

## FORMAT & EVALUATION

### Attendance & Participation (30%)

#### *Seminar Preparation:*

**Post to OWL before each class a Passport (2 pages) thoughts, ideas, discussion questions before 11 am each Tuesday.** 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.

Weekly passports will summarize the main points, authors' arguments, use of evidence & and pose questions from the readings. Point-form is permitted. These are due in class: print **TWO** copies: one for me and the other for you to consult during the discussion.

*Weekly seminars* will focus on the assigned readings organized around a particular topic (schedule above). The success of this class relies on your active participation and preparation for our discussions. In a seminar course **it is important to speak regularly and engage with 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 a more detailed passport and ensure they complete their weekly journal entry. Abstracts must be submitted within fourteen days of the missed class.

### **Book Review (15%)**

Each student will choose a different book about Queen Victoria from a list of works written between 1895 and 2020. Each will write a review of their chosen work to: highlight the author's aims, purpose and argument; identify the sources used or favoured; and to consider the strengths and weaknesses of the work and its value to historians. Provide an identical paper copy and digital copy of the review to OWL. Each student will present a brief summary of their conclusions in class on **13 October 2020**. By taking a chronological approach, students will learn to appreciate the depth of work available on Queen Victoria and the Victorian Age from a range of perspectives and to understand the rich historiography.

### **Response Journal (15%)**

Each response journal will be different. Write **one page** of post-class reflections in your final journal for each class. **Use your class preparation and participation to help you with your weekly response journal entries.** After each seminar summarize your response to the class readings and discussions, questions raised, points of view changed or solidified. Submit this as a single journal file on **2 February 2021** on OWL & in hard copy (if the situation allows.) *ADVICE:* write this after each seminar as it will give you a guide as to how your ideas have changed during the term; it is impossible to write this the night before. It also synthesizes your weekly participation and reflection over the term in a very individual way. The final entry can be brief response considering general themes such as Victorianism, Victorian Britain and the influence of things "Victorian" (Weekly; final entry due 2 February 2021)

**Seminar Presentation (10%)** For weekly seminars each student will have the opportunity to give a short presentation on a topic related to weekly themes. In consultation with your professor you may choose a topic related to your research interests: either a subject or a review of a database related to the weekly theme. These short research presentations (10 min max) may form the basis of your research project but may also facilitate an interest for other students' future research projects e.g. subject ideas from a database.

Flexibility in format is important as we safeguard everyone's health this year. Presentations can be in-person oral presentation; a PowerPoint using the student's own laptop; a recorded video or podcast, or a voice-over PowerPoint. I am open to any format, especially if the situation changes and we are forced to isolate.

### **Research Essay (30%)**

Students are free to choose their own research topics related to the history of Victorian Britain or Empire. Students must check with the professor before proceeding with detailed research. You are producing an original piece of work based on primary sources. You will be introduced to several databases with original material from British archives, printed books, specialist libraries and legal records. I hope to arrange a library visit, or a presentation about databases on **6 October**. A range of primary sources will be discussed in course readings and showcased in class by students interested in weekly themes. In addition to the range of themes introduced in the survey readings, students are encouraged to consult recent survey texts of the period, recent editions of *Journal of British Studies* and *Victorian Studies*. Steinbach's chapter readings provide useful links to digital and printed sources.

Begin thinking about your topic immediately and select a topic in consultation with the professor by the **10 November 2020**. Begin gathering material for your annotated bibliography and proposal due **1 December 2020**. **These ideas will evolve, and you will add to this bibliography throughout your research phase into 2021. Annotated bibliographies with topic proposals** and final **projects** must be submitted to the professor **in hard copy, with an identical electronic copy** submitted to the course website, both to the "Assignments" Tab and to Turnitin.com, using the link provided on OWL SAKAI, where it will be checked for plagiarism.

#### *The Writing Process*

#### **Essay Drafts & Writing Workshops**

All Essay Drafts due **2 March 2021** by 11 am to OWL & 2 paper copies. The Forum will be used for the reviewing process and especially if the course is forced online.

Student Peer Review workshops **2 & 9 March 2021**.

**Final Essay** due **16 March 2021** by 11 am to OWL & one paper copy.

#### **Research Showcase 23 March 2021**

Individual students will **present their research findings** in class (allotted time depends on class enrollment), and answer questions in a discussion period. Alternative arrangements will be made for presentations if the course is forced online.

**STUDENT SEMINARS FALL/WINTER 2020-2021**

Week 3      29 September      Politics, Reform & Action

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Week 4      6 October      Faith, Reason & Action

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Week 6      20 October      Women in Victorian Society

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Week 7      27 October      Crime & Murder

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Week 8      10 November      Inside the Victorian Underworld

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Week 9      17 November      Work & Factory Life

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Week 10      24 November      Family Life & Victorian Values

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Week 11      1 December      Fashion, Consumption, Leisure & Popular Culture

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Week 13      5 January      Victoria's Empire

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Week 14      12 January      Ireland

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Week 15      19 January      India

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## IMPORTANT INFORMATION

### Tests/Examinations

Students are responsible for seeking accommodation with appropriate documentation, **prior** to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances. **NOTE:** Contact **Brescia's Senior Academic Advisors**.

### 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 7th day beyond the deadline, including weekends.
4. Exceptions to the above provisions will be granted only based on
  - (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**.
7. Brescia is committed to Academic Integrity. All required papers are subject to submission for textual similarity review to the commercial plagiarism detection software at Turnitin.com (<http://www.turnitin.com>).

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

*1 September 2020*

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