

## **Course Outline – FDN3400B: Culture and Food**

**Winter 2025**

### General Information

Course: FDN3400B

Section: 001

### Instructor Information

Name: Dr. Brenda Hartman

E-mail: bhartma5@uwo.ca

Office hours for students: TBD

### Lab Instructor Information (Monday)

Name: Katherine Jones

E-mail: kjone96@uwo.ca

Office hours for students: TBD

### Lab Instructor Information (Tuesday)

Name: Cherie Thompson

E-mail: cthom269@uwo.ca

Office hours for students: TBD

### Course Description

Introduction to the study of social, cultural and communication factors which influence food habits of various ethnic groups that may differ from typical North American diets. Variations in basic food preparation and culinary techniques will be explored (in the food laboratories).

**Prerequisite(s):** Foods and Nutrition 2130 (previously FN2132) or Foods and Nutrition 2232.

### Required Course Materials

Mukerjee Furstenau, N., Safaii-Waite, S. et al. Food and Culture, 8th ed. 2024, Cengage Learning. (available from the UWO bookstore as a textbook or e-book).

The text book listed in the course outline is the 8th edition of Food and Culture by Furstenau and Safaii-Waite.(The paperback is listed for \$213.75 and \$77.00 for the e-edition in the Western Bookstore). If you purchase the 7th edition used, please be aware that there are some differences in the materials and page numbering.

The following apparel is required for the Food Lab:

- White uniform or lab coat
- Clean lab shoes (closed toe and heel)
- Hair net (first one provided, replacement \$1.00)

You will not be permitted in the lab without proper lab attire and will result in an incomplete lab.

Lab Fees: \$45.00 per student

(Laboratory fees are billed along with your tuition. Payment must be made by the end of the third week of classes to continue in the course.)

**Learning Outcomes:** Upon successful completion of this course, students will be able to

- 1) Explain the interrelationship between culture and food
- 2) Describe and apply basic food preparation and culinary techniques of various cultural groups
- 3) Gain skills to improve communication with and counseling of cultural groups
- 4) Discuss the changing demographics and the ways in which ethnicity may affect nutrition and health status
- 5) Understand the role of diet and traditional health beliefs, common nutrition-related problems and educational needs of various ethnic groups
- 6) Research and report on current issues on food and culture
- 7) Realize the influence of immigration on culture and cuisine of immigrants to Canada and enhance their knowledge on how to serve this diverse society as nutrition professionals).

**Integrated Competencies for Dietetic Education and Practice (ICDEP) (Specific to the Brescia School of Food and Nutritional Sciences, Honors Specialization in Nutrition and Dietetics)**

As an accredited dietetic program in Canada, we are required to meet the ICDEP. These competencies consist of 7 interrelated Domains (areas) of Practice Competencies: Food and Nutrition Expertise, Professionalism and Ethics, Communication and Collaboration, Management and Leadership, Nutrition Care, Population Health Promotion, and Food Provision. This course is designed to ensure that students who complete the course as outlined obtain certain competencies in the above domains. This is required to meet entry level dietetic practice.

For more information on ICDEP competencies please visit the UWO OWL FN UNDERGRADUATE RESOURCES AND INFORMATION site.

## Teaching Methodology and Expectations of Students

### Approach

Lectures will be supplemented by assigned readings. Group presentations and discussions will be included.

Access to a working computer and internet is mandatory for the successful completion of the course.

### Course Specific Policies

1. Missing more than three (3) laboratories, without accommodation, will result in failure in the laboratory and an “incomplete” in the course. Successful completion of the laboratory will be necessary in order to receive credit for the course.
2. Assignments are due at time and date noted. The mark will be reduced by 20% on assignments submitted late. Assignments submitted after 7 days of the due date will not be accepted for marking, except with documentation to show a confirmed personal illness or a death in her/his immediate family.
3. There will be no make-up quizzes for a student who has missed a quiz except with documentation to show a confirmed personal illness or a death in her/his immediate family.
4. It is expected that students have access to a computer and internet. There will be no make-up quizzes for internet or computer failure.

## Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. 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.

## Use of Generative AI

The use of generative Artificial Intelligence (AI) tools, including but not limited to writing assistants (e.g., ChatGPT, QuillBot) and translation services (e.g., Google translate), in university courses is subject to the Western Policy on the Use of Generative AI in Course Assessment. Use of generative AI tools when prohibited or in a way not specifically allowed is a

scholastic offence and subject to the penalties for a scholastic offence outlined in the Academic Calendar.

For this course, using generative AI, including ChatGPT or other AI writing assistants for graded course assessments is a scholastic offence which may be subject to the penalties outlined in the academic calendar. Representing as one's own, an idea or expression of an idea that was AI-generated may be considered an academic offence in this course. Students may not copy or paraphrase from any generative AI applications, including ChatGPT and other AI Writing and coding assistants, for the purpose of completing assignments in this course. The use of generative AI in this course will be considered plagiarism, a scholastic offence.

## Evaluation

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcome
<b>Midterm (Lectures 1-5)</b>	25%	Feb 11	1,2,4,5,7
<b>Final Exam (Lectures 6-10)</b>	25%	During April Exam Period (Time and Date TBD)	1,2,4,5,7
<b>Project: Written Paper: Traditional Medicine (see Brightspace for instructions)</b>	20%	Feb 4	1-7
<b>Major Group Project (Lab Project): Hosting a lab of a country and their culture (see Brightspace for instructions)</b>	20%	*See Brightspace for schedule	2, 3

<b>Lab participation (1 marks x 10 labs)</b>  <i>*Please note that mark deductions for lab participation (0.25% per offence) may occur during labs for lateness (under 30 minutes) or unclean lab stations. After 30 minutes, you will receive an incomplete participation (deduction of 1 mark) for the lab. This along with other lab expectations will be discussed during the first lab.</i>	10%	Participation in each lab	
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## Course Content

Topics will be covered in the order listed and any dates listed are meant as a guideline and are subject to change.

### Weekly Organizer – Lectures

Note: Assigned readings are meant as a guideline, additional readings may be assigned throughout the semester.

Class/Topic	Date	Description	Assignments and/or Readings Due
<b>Week 1</b>	Jan 7 & 9	Introduction: Food and Culture	<p>Reading: <b>Chapter 1</b> - Food and Culture 8th edition</p> <p>Reading: <b>Ingram</b> – Using Campinha-Bacote’s process of cultural competence model to examine the relationship between health literacy and cultural competence (PDF on Brightspace)</p> <p><b>New York Times Article</b> - Is American Dietetics a White-Bread World? These Dietitians Think So (PDF on Brightspace)</p>

<b>Week 2</b>	Jan 14 & 16	Traditional Health Beliefs	<p>Reading: <b>Chapter 2</b> Food &amp; Culture 8th edition</p> <p>Please be sure to read 'What is Your `Worldview` of Healthcare pg 46.</p>
<b>Week 3</b>	Jan 21 & 23	Intercultural Communication	<p>Reading: <b>Chapter 3</b> Food &amp; Culture 8th edition</p> <p>Reading: <b>BBC World News-</b> Diplomacy on the menu: How food can shape politics. (Link on Brightspace)</p>
<b>Week 4</b>	Jan 28 & 30	Food and Religion	<p>Reading: <b>Chapter 4</b> Food &amp; Culture 8th edition</p>

<b>Week 5</b>	Feb 4 & 6	Indigenous and Canadian Cultures	<p>Reading:</p> <p><b>Canada's Food Guide</b> Required Reading – Pages 14, 40-41, Appendix B p 50 (however, encouraged to read majority of the report) – PDF on Brightspace</p> <p><b>Earle</b> – Traditional Aboriginal Diets and Health – PDF on Brightspace or <a href="https://www.ccnsa-nccah.ca/docs/emerging/FS-TraditionalDietsHealth-Earle-EN.pdf">https://www.ccnsa-nccah.ca/docs/emerging/FS-TraditionalDietsHealth-Earle-EN.pdf</a></p> <p><b>Sheehy</b> - Traditional food patterns and dietary adequacy – PDF on Brightspace</p> <p><b>News Article:</b> Meeting Canadian Food Guide 'next to impossible' for some: Manitoba researcher – PDF on Brightspace or <a href="https://www.cbc.ca/news/canada/manitoba/canadian-food-guide-traditional-indigenous-diet-1.5812177#:~:text=Manitoba,Meeting%20Canadian%20Food%20Guide%20'next%20to%20impossible'%20for%20some%3A,t%20afford%20a%20healthy%20diet.">https://www.cbc.ca/news/canada/manitoba/canadian-food-guide-traditional-indigenous-diet-1.5812177#:~:text=Manitoba,Meeting%20Canadian%20Food%20Guide%20'next%20to%20impossible'%20for%20some%3A,t%20afford%20a%20healthy%20diet.</a></p> <p><i>No textbook reading</i></p>
<b>Week 6</b>	Feb 11 & 13	Midterm	
<b>Week 7</b>	Feb 17-21	Reading Week	

<b>Week 8</b>	Feb 25 & 27	Mexican, Caribbean, Central & South American Culture	<p>Reading: <b>Chapter 9</b> Food &amp; Culture 8th edition</p> <ul style="list-style-type: none"> <li>• All sections except US Immigration Patterns and Demographics</li> <li>• Table 9.1 and 9.3</li> <li>• Cultural Controversy –</li> </ul>
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			<p>Breaking the Mold – Page 226</p> <ul style="list-style-type: none"> <li>• New American Perspectives – Page 235</li> </ul> <p>Reading: <b>Chapter 10</b> Food &amp; Culture 8th edition</p> <ul style="list-style-type: none"> <li>• All sections except US All sections except US Immigration Patterns and Demographics</li> </ul> <p>Specialty Cooking in Jamaica – page 252</p> <ul style="list-style-type: none"> <li>• Table 10.1</li> <li>• Table 10.2</li> </ul> <p>Regional variations of food habits</p>
9	Mar 4 & 6	North and South Europe Central Europe, People of the Former Soviet Union, and Scandinavia	<p>Reading: <b>Chapter 6</b> Food &amp; Culture 8th edition</p> <ul style="list-style-type: none"> <li>• All sections except US Immigration Patterns and Demographics</li> </ul> <p>Reading: <b>Chapter 7</b> Food &amp; Culture 8th edition</p> <ul style="list-style-type: none"> <li>• All sections except US Immigration Patterns and Demographics</li> </ul>



10	Mar 11 & 13	Balkans and the Middle East	<p>Reading: <b>Chapter 13</b> Food &amp; Culture 7th edition</p> <ul style="list-style-type: none"> <li>• All sections except US Immigration Patterns and Demographics</li> <li>• Table 13.1</li> <li>• 'Is Coffee Beneficial for Health?' – page 372</li> <li>• Romania Fare, Albanian Fare, Moroccan cooking</li> </ul> <p>Other Readings:</p> <ul style="list-style-type: none"> <li>• <b>Al-Rawi</b> - Traditional Arabic &amp; Islamic medicine: validation and empirical assessment of a conceptual model in Qatar (PDF on Brightspace)</li> <li>• <b>Coats</b> – Food-based dietary guidelines for Arabic-speaking countries (PDF on Brightspace)</li> <li>• <b>Gurgue</b> – Healthcare needs and health service utilization by Syrian refugee women in Toronto (PDF on Brightspace)</li> </ul>
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<b>11</b>	Mar 18 & 20	Africa & South Asia	<p>Reading: Chapter 10 Food &amp; Culture 8th edition</p> <ul style="list-style-type: none"> <li>• All sections including History of Africans in US (except demographics)</li> <li>• Table 8.1</li> <li>• Nutritional Status – not expected to memorize numbers or values</li> <li>• Health Risks of African Americans – page 205</li> </ul> <p>Reading: Chapter 14 Food &amp; Culture 8th edition</p> <ul style="list-style-type: none"> <li>• All sections except US data</li> <li>• Table 14.1, 14.2</li> <li>• Practitioner Perspectives – page 407</li> </ul> <p>Other Readings:</p> <p><b>Mokgobi</b> – Understanding Traditional African Healing (on Brightspace)</p>
<b>Week 12</b>	Mar 25 & 27	East and Southeast Asian/ Pacific Islanders Cultures	<p>Reading: <b>Chapter 11</b> Food &amp; Culture 7th edition</p> <ul style="list-style-type: none"> <li>• All except US information, Mongolian Fare, Tibetan Fare</li> <li>• Table 11.1, Table 11.3</li> </ul>

		<ul style="list-style-type: none"> <li>• Cultural Controversy (page 302)</li> </ul> <p>Reading: <b>Chapter 12</b> Food &amp; Culture 8th edition</p> <ul style="list-style-type: none"> <li>• All except US information, “Cooking in Malaysia, Singapore, Indonesia”, Australian/New Zealand Fare</li> <li>• Table 12.1, Table 12.2, Table 12.3</li> <li>• New American Perspectives (page 340)</li> </ul> <p>Other Required Readings:</p> <ul style="list-style-type: none"> <li>• <b>Hao</b> – Introducing Traditional Chinese Nursing (PDF on Brightspace)</li> <li>• <b>Zhao</b> – Nutrition and TCM – A system’s theoretical perspective (PDF)</li> </ul>
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### Lab Policies (Specific to the Brescia School of Food and Nutritional Sciences)

Laboratory activities provide diverse hands-on experiences and expose students to learning about, and working with, different foods, which prepares them to work in any food and nutrition field. During food labs, students are required to prepare, process, store, and dispose of any type of food product, including **dairy, eggs, meat, fish, and poultry**, according to safe-food-handling principles and regulations. Further, students are required to clean and sanitize, according to regulations and best practice, all pots, dishware, utensils, and surfaces that have come in contact with **all food products**. Personal beliefs and practices which conflict with these course requirements are **not** grounds for academic accommodation.

Students in accredited Food and Nutrition programs are expected to meet the Practice Competencies in the Integrated Competencies for Dietetic Education and Practice and/or the Competencies of the Canadian Society of Nutrition Management. Students must demonstrate, prior to graduation, that they can actually perform required tasks. For example, students must demonstrate food preparation techniques and participate in the storage and disposal of food. This ensures that graduates will be able to meet the dietary needs of others, provide client-centred care, and effectively and safely manage food service operations.

Weekly Organizer - Labs:

Class/Topic	Date	Description	Assignments and/or Readings Due
<b>1</b>	Jan 13 or 14		
<b>2</b>	Jan 20 or 21	Introduction/Spice Lab	
<b>3</b>	Jan 27 or 28	Staple Foods	
<b>4</b>	Feb 3 or 4	Lab Consultations	No Lab; meetings will take place during assigned times (see Brightspace)
<b>5</b>	Feb 10 or 11	Indigenous and Canadian Foods	
	Feb 17 or 18	Fall Reading Week (No Labs)	
<b>6</b>	Feb 24 or 25	Mexico, Caribbean, Central & South America	Group Lab Presentation
<b>7</b>	Mar 3 or 4	North and South Europe Central Europe, People of the Former Soviet Union, and Scandinavia	Group Lab Presentation
<b>8</b>	Mar 10 or 11	Balkan and Middle East	Group Lab Presentation
<b>9</b>	Mar 17 or 18	Africa	Group Lab Presentation
<b>10</b>	Mar 24 or 25	South Asia	Group Lab Presentation
<b>11</b>	Mar 31 or Apr 1	East and Southeast Asian/Pacific Islanders	Group Lab Presentation

## FHS Common Course Outline Attachment

### ***Statement on Prerequisite Checking***

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

### ***Statement on Gender-Based and Sexual Violence***

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html) To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

### ***Support Services***

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

In accordance with [policy](#), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

### ***Health and Wellness***

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <https://www.uwo.ca/health/>.

If you are in emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych>) for a list of options for obtaining help.

## ***Use of Electronic Devices***

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

**Personal Response Systems** (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning. You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

## ***Academic Offences***

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Academic Calendar \(westerncalendar.uwo.ca\)](https://www.westerncalendar.uwo.ca/).

### ***Plagiarism***

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

***Re-submission of Previously Graded Material***

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

***Use of Statistical Pattern Recognition on Multiple Choice 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.

***Academic Considerations and Absences from Lectures and Assessments******Religious Accommodation***

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic advisors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

***Academic Accommodation***

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

***Academic Consideration***

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic advisors in their home units, at their earliest opportunity. Academic advisors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic advisors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic advising, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where 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. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however,

required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

### ***Examination Conflicts***

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic advising unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

### ***Contingency Plan for an In-Person Class Pivoting to 100% Online Learning***

In the event of an event that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor



### ***Online Proctoring***

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

### ***Appealing a Grade Within this Course***

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. This appeal need not be in writing. If the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses).

Your appeal letter does not need to be lengthy, but it should clearly indicate the detailed reason(s) for your request, any circumstances that impacted your ability to perform successfully, and the relief you are requesting. You are encouraged to provide supporting documentation if you identify extenuating circumstances that contributed to your situation. The Office of the Ombudsperson has extensive information available on their website (<https://uwo.ca/ombuds/get-help.html>) related to academic appeals.