



Course Outline – Diversity and the Canadian Family (FAMLYSTU 3325A) [Provisional: test dates are final; dates for diversity assignment will be confirmed]

Campus Supports

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to [Wellness & Wellbeing](#)
- Studying with disabilities, go to [Accessible Education](#)
- Writing skills, go to the [Writing Support Centre](#)
- Learning skills and strategies, go to [Learning Development & Success](#)
- Contacting the ombudsperson, go to the [Office of the Ombudsperson](#)



Your course coordinator can also **guide you** to available campus resources and/or services.

Technical Requirements

 Stable internet connection  Computer

General Information

Course #: 3325A
Section #: 002
Term: Fall
Year: 2025-2026
Delivery: *Blended*
Course Day & Time: Weekly on Wednesdays

Instructor Information

Name: Dr. Roula Hawa
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Office hours: *By appointment- In-person or virtually*
Office location: Check Brightspace

Graduate Teaching Assistant

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Course Description

This course examines contemporary diversity as it impacts individuals and families. Its psychosocial approach enables students to think through their own perspectives on race, ethnicity, religion, sexual identity, and more in preparation for working with people from diverse backgrounds.

Prerequisite(s):

Any 0.5 course at the 2000-level or higher from any department in the Faculty of Health Sciences, the Department of Anthropology, the Department of Gender, Sexuality and Women's Studies, the Department of Psychology or the Department of Sociology; or permission of the Department.

Additional Course Information Description

By the end of this course, you will gain knowledge about issues that impact individuals and families in the Canadian society and globally as well as transferrable skills that are relevant to your lives today and as you transition into your future careers working with families. In addition to the required textbooks, there are required readings that are critical for setting the stage for your group project.

Required Course Materials

Anzovino, T., Oresar, J., Boutilier, D. (2019). *Walk a Mile: A Journey Towards Justice and Equity in Canadian Society (2nd edition)*: Nelson.

To order the e-textbook, please check Western's bookstore. https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2025A&courses%5B0%5D=200_UW/FAS3325A

Cost: \$80

You may also want to get a used copy of the textbook.

Additional Course Materials (additional materials may be assigned- check course platform)

Anderson, C. (2019). Indigenous People in Canada: Sixties Scoop.

Hawa, R., Dunn, J., Coulter, S.L., Goldsmith, W., Chopra, R. (2022). *Forging Critical Connections through Community-University Partnership: Addressing Housing Issues for Women Experiencing Violence in London, Ontario*. In R. Kteily-Hawa (Ed.), [Proceedings of the 40th Canadian Association for the Study of Adult Education \(CASAE/ACÉÉA\) Annual Conference](#), (pp. 192-199), Congress of the Humanities and Social Sciences, May 14-17.

Leung, H. H. (2011). Canadian multiculturalism in the 21st century: Emerging challenges and debates. *Canadian Ethnic Studies*, 43(3), 19-33.

Smith-Carrier, T., Kerr, D., Wang, J., Tam, D. M., & Ming Kwok, S. (2017). Vestiges of the medical model: a critical exploration of the Ontario Disability Support Program in Ontario, Canada. *Disability & Society*, 32(10), 1570-1591.

Statistics Canada, The Daily (2022, Nov 8). More than half of women provide care to children and care-dependent adults in Canada, 2022.

Statistics Canada, The Daily (2022, Nov 14). "I don't": Historic decline in new marriages during the first year of the pandemic.

Statistics Canada, The Daily (2022, July 13). Home alone: More persons living solo than ever before, but roomies the fastest growing household type.

Statistics Canada, The Daily (2022, July 13). State of the union: Canada leads the G7 with nearly one-quarter of couples living common law, driven by Quebec.

Optional Course Materials

The course requires all assignments to be in the APA style 7th edition. Please use: American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.). Author.

Learning Outcomes

By the end of this course, students will:

1. Define diversity as a framework and acknowledge difference, power, and privilege using principles of social equity, social justice, and anti-oppression.
2. Understand diversity through greater self-awareness, knowledge, and empathy for those who experience prejudice and discrimination.
3. Actively engage in examining issues of diversity, including social inequality, race, ethnicity, immigration, religion, gender, sexuality, ability, age, and family in ways that are relevant to their lives today.
4. Critically analyze roots of oppression and inequality for historically disadvantaged and underrepresented communities, including women, Indigenous people, immigrants and refugees, racialized people, LGBTQ2+, people with diverse abilities, and other marginalized groups, and make connections with systemic discrimination experienced by these communities in contemporary society.
5. Demonstrate their ability to effectively communicate about ways of being in the world that help to promote awareness, respect, and inclusiveness in building positive relationships with diverse communities.
6. Learn how to generate sustainable and inclusive strategies to eliminate barriers to full participation of diverse communities.

Teaching Methodology and Expectations of Students

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course

communication and enable your notification settings within “Communications” in the top toolbar. Check the website regularly for course announcements. If you need assistance, visit [OWL Brightspace Help](#) or contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

This course will include online asynchronous video lecture recordings and resources. Additionally, there will be group presentations, lab or seminar activities, debates, and guest speakers. Students are required to attend classes or in-person activities to be successful in this course. During in-person activities, students are required to use electronic devices only for engagement in class-related tasks.

We may follow a “flipped” classroom model for a particular class, where I will post a video lecture recording along with relevant resources in our course in Brightspace and you are expected to complete it before you come to class and bring your questions for an engaged discussion. I will use a PPT to support your learning in class for most classes. Be prepared to attend class, take notes and actively participate. When we have a guest speaker, you are expected to read any assigned reading before class, prepare questions, and be engaged in the presentation.

When sending an email to me, please use your UWO account and put something in the subject line like “FSDH 3325A.” Please sign your name to your email with your student ID.

Because of the interactions with other people particularly around group work (in-person and online), it is important to consider the following:

- 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.

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 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

AI is allowed for the diversity project. You may choose to use generative AI tools on the project; this use must be documented in an appendix for the assignment. The documentation should include what tool(s) were used (Grammarly, ChatGPT, etc.), how they were used, and how they were incorporated into submitted work. You are ultimately accountable for the work you submit.

Important Dates

Reading Week	Classes End	Study day(s)	Exam Period
November 3–9	December 9	December 10	December 11–22

September 30, 2025, is National Day for Truth and Reconciliation and is a non-instructional day

December 1, 2025: Last day to withdraw from a first-term half course without academic penalty

Evaluation Breakdown:

Component	Weight	Date/Deadline	Learning Outcomes
Test 1	25%	October 15 (chapters 1,2,3,11,12,13)	1,2,3,4,5
Test 2	25%	Nov 26 (chapters 4,5,6,7,8,9)	1,2,3,4,5,6
Participation in Group Work	10%	Ongoing	1,2,3,4,5,6
Diversity Assignment	40%	Nov 12-Dec. 10	1,2,3,4,5,6

1. **Diversity Assignment.** In this assignment, you will work in small groups to develop a knowledge mobilization hub (The Hub) on EDID topics or areas that would be of interest to any individuals or service providers working with families (non-profit, teachers, etc). There will be options built into this assignment.
2. **Tests 1 and 2.** Tests may cover material in the text, PPTs, any notes I present in class, videos, weblinks, and class activities. They may include multiple choice or short answer. Tests will be in class during class time and you will have 2 hours to complete the test. There is no final exam in this course.
3. **Attendance and weekly engagement with course material** is a requirement for this course. Assigned 10% will be monitored based on in-class involvement in the group assignment.

Students must complete all assessments in order to be successful in this course.

1. The two tests are considered central to the assessment of learning outcomes in this course. Accordingly, students must provide documentation for any absence from these evaluations through the absence portal. If you miss of the tests, you must complete a makeup assessment as follows: discuss potential make-up date with the instructor and write the make-up. Please note that there is only one makeup assessment per Test. Students must not provide medical or compassionate documentation to the instructor.
2. Students are expected to submit all assignments by the deadline listed. Should extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the deadline without a late penalty. No Academic Consideration is required for this extension. Students submitting their assessment beyond the extended deadline will receive a penalty of 1% per hour that it is late. Academic Consideration requests may be granted only for extenuating circumstances that began before the deadline and lasted longer than the extension. Students must not provide medical or compassionate documentation to the instructor.

- You are expected to attend in-person classes where you would apply concepts learned and participate in group work for the diversity assignment. Tracking of the 10% allocated for class participation is through involvement in group work in class (2% per class, for a total of 5 in-class group meetings).

General information about assessments

- All assignments are due at 23:59 EST unless otherwise specified
- Students are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0
- Written assignments will be submitted to Turnitin (statement in policies below)
- Students will have access to Turnitin reports before their submission is graded. Students may have 2 submissions to Turnitin.
- A student might not receive the same grade as their group members if it is determined that the distribution of work was not equal
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days
- Any grade appeals on term work must be initiated with the instructor within 3 weeks of the grade being posted. See the [University Policy on Undergraduate Student Appeals](#) for more information

The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Rounding of Grades (for example, bumping a 79 to 80%)

This is a practice some student's request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Information about late or missed assessments:

- Late assessments without academic consideration will be subject to a late penalty of 1% per hour
- Students who miss an exam will have one opportunity (per exam) to write a make-up.

Course-specific conditions:

- All components of the course must be successfully completed to pass the course.

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be

assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Types of Examinations](#) policy

Course Content

For individual and detailed questions, please book a meeting via Zoom. Make sure to use your UWO credentials when attending a Zoom meeting.

Weekly Organizer:

Class/Date	Topic	Description	Weight/ Due Date
Week 1 Sept 10	Introduction	Read the course syllabus posted in Brightspace in the introduction section. Community Building. Familiarize yourself with classroom norms, cultural safety and pathways towards cultural safety.	
Week 2 Sept 17	Anti-oppression and critical theory; and intersectionality. Contemplating the Nature of Knowledge and Reality. Knowing your own story; examining our biases & worldviews.	Read Chapter 1: Diversity, Oppression & Privilege, <i>Walk a Mile: A Journey Towards Justice and Equity in Canadian Society</i> (Anzovino, et al., 2019). When we engage at the personal and professional level with diverse individuals and families, we need to reflect on our own worldviews and examine our biases. The activities for this week will help you clarify your own cultural lens and reflect on your own social biography. Watch Chimamanda Ngozi Adichie's Ted Talk: "The danger of a single story" (2009). https://www.youtube.com/watch?v=D9lhs241zeg 1. What is your worldview? 2. Why is your worldview the way it is? 3. What are the factors that affect and shape your values and your current belief system? Think about: ○ your life experiences;	

		<ul style="list-style-type: none"> ○ culture; ○ social relationships; ○ historical events; ○ the environment + any other factors. 	
Week 3 Sept 24	<p>Euro-Western Research Paradigms</p> <p>Extending our Paradigms</p> <p>Exploitation, marginalization, cultural imperialism & violence; poverty, homelessness, global inequality; poverty in FNIM families.</p>	<p>Euro-Western Research Paradigms: https://youtu.be/srRYdpVYD2A</p> <ul style="list-style-type: none"> ■ Positivist worldviews; ■ Interpretive/Constructivist worldviews; ■ Critical worldviews; ■ Poststructural/postmodern perspectives; <p><u>Basic terminology:</u> Ontology Epistemology Axiology</p> <p>Extending our paradigms: Postcolonial and Indigenous paradigms</p> <p>Read Chapter 2: Forms of Oppression, <i>Walk a Mile</i>. Read Chapter 3, Social Inequality, <i>Walk a Mile</i>.</p> <p>Watch this video clip: "Governments need to stop politicizing the lives of First Nations children says Cindy Blackstock" (Jan 18, 2022), 24 minutes.</p> <p>Group work: "case studies on poverty".</p>	
Week 4 Oct 1st	<p>"Can't we all get along?"; visible and invisible disabilities; mental health and stigma; the generational divide: age stratification in Canada; COVID-19 and ageism.</p>	<p>Guest Speaker: TBC</p> <p>Read Chapter 11: Ability , <i>Walk a Mile</i>. Read Chapter 12: Age, <i>Walk a Mile</i>.</p> <p>Read: Smith-Carrier, T., Kerr, D., Wang, J., Tam, D. M., & Ming Kwok, S. (2017). Vestiges of the medical model: a critical exploration of the Ontario Disability Support Program in Ontario, Canada. <i>Disability & Society</i>, 32(10), 1570-1591.</p>	
Week 5 Oct 8	<p>Defining the family; diversity in families; family violence in Canada.</p>	<p>Read: Chapter 13: Diversity in Families, <i>Walk a Mile</i>.</p> <p>Read: Statistics Canada, The Daily (2022, Nov 8). More than half of women provide care to children and care-dependent adults in Canada, 2022.</p>	

		<p>Statistics Canada, The Daily (2022, Nov 14). "I don't": Historic decline in new marriages during the first year of the pandemic.</p> <p>Statistics Canada, The Daily (2022, July 13). Home alone: More persons living solo than ever before, but roomies the fastest growing household type.</p> <p>Statistics Canada, The Daily (2022, July 13). State of the union: Canada leads the G7 with nearly one-quarter of couples living common law, driven by Quebec.</p> <p>Group work. In groups of 5 (8 groups total) and using concepts learned from chapter 13 and the Statistics Canada readings, present the material learned through a PPT, creative activity, or short educational bulletin (about 5 minutes/group) to teach the class about interesting facts from the readings.</p>	
Week 6 Oct 15	Test #1	Chapters 1,2,3,11,12,13, all class notes, video clips, and readings (2-hour timed test), 10:30 am – 12:30 pm	Test #1 (25%)
Week 7 Oct 22	Agents of gender socialization; gender expression; sexual identities; intimate relationships; current issues.	Read Chapter 4: Gender, <i>Walk a Mile</i> . Read Chapter 5: Sexuality, <i>Walk a Mile</i> . Listen to a podcast on TVO: <i>Word Bomb: Episode 6: "The Singular 'They': Busting open the binary"</i>	
Week 8 Oct 29	Acknowledging racism in Canada; "Us" vs "Them"; colour of poverty; forms of racism; colourblindness; race and law enforcement. Housing and gender-based violence	Read Chapter 6: Race and Racialization, <i>Walk a Mile</i> . Read Hawa, R., Dunn, J., Coulter, S.L., Goldsmith, W., Chopra, R. (2022). <i>Forging Critical Connections through Community-University Partnership: Addressing Housing Issues for Women Experiencing Violence in London, Ontario</i> . In R. Kteily-Hawa (Ed.), <i>Proceedings of the 40th Canadian Association for the Study of Adult Education (CASAE/ACÉEÉA) Annual Conference</i> , (pp. 192-199), Congress of the Humanities and Social Sciences, May 14-17.	
Week 9 November 5 – No class: Reading Week			

<p>Week 10 Nov 12</p>	<p>In our own backyard; intergenerational trauma; the language: using the right words; role of storytelling in Indigenous communities.</p>	<p>Guest Speaker: Carolyn Anderson Assistant Teaching Professor, Bachelor of Education Indigenous Cohort, Thompson Rivers University, Kamloops, BC.</p> <p>Indigenous People in Canada: Sixties Scoop.</p> <p>Read Chapter 7: Indigenous People, <i>Walk a Mile</i>. Watch: Phases of mass removal of Aboriginal children from their families: residential schools; the Sixties Scoop; the Millennial Scoop.</p> <p>Watch Birth of a Family: CBC Documentary (45 min) “Say Something”.</p> <ul style="list-style-type: none"> ○ Make a connection. ○ Make a prediction. ○ Discuss an image you have in your mind. ○ How are you feeling? ○ Do you have a question? ○ Listen to others and respond to what they say. 	
<p>Week 11 Nov 19</p>	<p>Deciding who gets in; contemporary migration issues in Canada; Canada’s future multiculturalism: does it exist?</p>	<p>Guest Speaker TBC</p> <p>Read Chapter 8: Immigration, <i>Walk a Mile</i>. Read Chapter 9: Multiculturalism, <i>Walk a Mile</i>. Is multiculturalism in Canada a failure?</p> <p>Read: Leung, H. H. (2011). Canadian multiculturalism in the 21st century: Emerging challenges and debates. <i>Canadian Ethnic Studies</i>, 43(3), 19-33.</p>	
<p>Week 12 Nov 26</p>	<p>Test #2</p>	<p>Test #2: Chapters 4,5,6,7,8,9, all class notes, video clips, and readings (2-hour timed test), 10:30 am – 12:30 pm</p>	<p>Test #2 (25%)</p>
<p>Week 13 December 3rd</p>	<p>Putting all the pieces together!</p> <p>Diversity Assignment</p>	<p>Diversity Assignment (will be rolled out after week 3) and will have all deliverables and deadlines.</p>	<p>Diversity Assignment</p>

FHS Common Course Outline Attachment

Academic Policies and Statements

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/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal.

Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

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, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

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).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., “ChatGPT”) in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

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.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#)

Correspondence Statement

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 their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

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 (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

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.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. 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.

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

In the event of a situation 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 Brightspace 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

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.

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. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or 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 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses)