

INTRODUCTION to FILM STUDIES

Film 1022—Section 001

Western University 2025-2026

Screenings: Asynchronous weekly screenings—links posted on OWL

Lecture: Tuesdays 2:30-4:30pm (UCC-146)

Tutorials: See schedule below

Dr. Joseph Wlodarz

Email: jwlodarz@uwo.ca

Office Hours: Tuesdays 4:30-5:30 pm (in-person—UC-4411)

Thursdays 12:00-1:00 pm (Zoom) & by appt.

Teaching Assistants:

Katherine Walker [kwalk24@uwo.ca]—Tutorial #10 (Tues. 5:30-6:30pm—UC-3220)

Ali Ghasemibarghi [aghase3@uwo.ca]—Tutorial #11 (Tues. 5:30-6:30pm—UC-3225)

Max Soucie [msoucie3@uwo.ca]—Tutorial #12 (Tues. 5:30-6:30pm—PAB-36)

Vitor Fernandes [vferna24@uwo.ca]—Tutorial #13 (Wed. 9:30-10:30am—UC-2105)

Tom Prime [tprime2@uwo.ca]—Tutorial #14 (Wed. 10:30-11:30am—UCC-60)

Tatiana Jahromi [tjahromi@uwo.ca]—Tutorial #15 (Wed. 1:30-2:30pm—UCC-53)

Ben Stone [bstone@uwo.ca]—Tutorial #16 (Wed. 2:30-3:30pm—UC-3220)

Liam Rockall [lrockall@uwo.ca]—Tutorial #27 (Wed. 11:30-12:30pm—UCC-63)

COURSE DESCRIPTION

Over its long and complex history, cinema has often been viewed as mere “entertainment.” Film viewing can be tense, exciting, and even terrifying, but ultimately, it’s supposed to be an enjoyable leisure activity. Thus, outside of certain circles (academia, cinephilia, fan communities), we seldom seek to analyze movies the way that we might examine a work of art or literature. And yet, along with a variety of other contemporary visual media, our film experiences often directly (or indirectly) shape our values, beliefs, and opinions about ourselves, about life, and about our society.

A year-long introduction to film studies, this course will explore the concepts of film form, film aesthetics, and film style, while remaining attentive to the various ways in which cinema always also involves an interaction with both specific audiences and larger social structures. Throughout the course, we will closely examine the construction of a variety of film forms and styles—including the classical Hollywood style, documentary

cinema, experimental films, and contemporary independent and global cinemas. During the fall term, we will pay particular attention to the construction of film images, systems of film editing, film sound, and the varied modes of organizing these core elements. The second term of the course will introduce key theoretical perspectives in cinema studies as well as examine genre, authorship, non-narrative cinemas, transnational filmmaking, and alternative/independent cinemas. Overall, the goal of the course is to help you develop a set of skills that will enable you both to experience and analyze all forms of cinema in newly exciting (and critical) ways.

OBJECTIVES: This course has been designed to provide students with a broad introduction to the study of film. In addition to teaching students the basic vocabulary of film studies, it is intended to provide a sampling of the variety of films that have been made and are being made, the different approaches to film (e.g. film as art, film as industry, film as communication practice), and specific ways of grouping films in critical practice (e.g. historically, by genre, nation, style, or by authorship). The course will also introduce students to critical methodologies for close analysis of filmic texts and to ways of writing about film.

LEARNING OUTCOMES: By the end of the course, you will have a solid grounding in the study of cinema: you will have learned the basic vocabulary of the discipline and the elements of film form and style; you will have been introduced to key figures, films, movements, and theories of the Classical Hollywood and other global cinemas, and you will have begun to learn to write critical film analyses.

COURSE TEXTS

Required:

1. Bordwell, David and Kristin Thompson. *Film Art: An Introduction*. 13th ed. New York: McGraw Hill, 2024. [FA]
[<https://www.mheducation.ca/product/film-art-an-introduction-ise-9781265205478-can-group#configurable-product-options-title>] **Print: \$109.95; E-book: \$99.00**

2. Additional readings from E-journals and book chapters posted on OWL [OWL]

Recommended:

1. A writing handbook is essential for all university students. Options include *The Canadian Writer's Handbook—Essentials Edition*, *The Bedford Handbook*, and *Checkmate*. Students planning to continue in Film Studies or English should also buy the *MLA Handbook* and Timothy Corrigan's *A Short Guide to Writing on Film*.

COURSE REQUIREMENTS and GRADING GUIDELINES

Fall Term: 35%

- Attendance and Participation (weekly) [5%]
- In-Class Exam #1 (Oct. 28) [15%]
- Mise-en-scène Analysis [~1000 words] (Due: Tues. Dec. 9) [15%]

Winter Term: 35%

- Attendance and Participation (weekly) [5%]
- In-Class Exam #2 (Jan. 20) [15%]
- Sequence Analysis—Shot Breakdown (Due: Friday March 13) [15%]

Final Exam: 30% (Date TBA, 3 hours)

Course Content: Course Assignments, Lecture slides, OWL readings, Tutorial Clips, and Streaming Links will be posted on the OWL site for the course:

<https://westernu.brightspace.com/> Use the weekly units and related tabs to access the course content for each week. All course assignments must be submitted to OWL by the due dates listed on the syllabus. Students are responsible for checking the course OWL site on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class. If you need assistance with the course OWL site, you can seek support on the [OWL Brightspace Help](#) page.

Alternatively, you can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

****Note: Although I will send mass emails to the class through OWL, you should use my Western email account for any correspondence.***

Students must also use their Western (@uwo.ca) email addresses when contacting their instructors.

Electronic Devices: No electronic devices/aids of any kind (e.g. cell phones, tablets, smart watches) are permitted during in-class exams.

Statement on the Use of Generative Artificial Intelligence (AI): To foster independent, critical thinking and to help students develop traditional research skills, AI tools, such as ChatGPT, should *not* be used in this course. In all submitted coursework, students are expected to critically evaluate obtained information, exercise independent thinking, and engage in original research to synthesize and develop *their own* ideas, arguments, and perspectives. Course assignments that simply borrow or adapt responses from AI tools will not receive full credit and may be reported as plagiarism. *****See note on plagiarism in the POLICIES and REGULATIONS section below.***

Attendance and Participation: Attendance is *mandatory* in lectures and tutorials. In cases of excessive absenteeism (e.g. more than 7 classes missed per term), which are not accounted for by either academic consideration or accommodation, students may be

debarred from taking the final examination, and will receive an official warning to this effect by or before the course drop date (see Senate policy). Students who miss more than 7 classes per term *will* receive 0% for their course participation grade.

Your attendance and participation grade for the course (10% of your final grade) will be determined by your lecture attendance and your participation in tutorials. Participation actively enhances your experience in any class and facilitates greater learning, and your final Attendance and Participation grade will be based on the quantity *and* quality of your participation in these tutorials and forums.

Only documented medical emergencies—verified through the Dean's office—will be considered for excessive absences, paper extensions, or exam rescheduling. Thoughtful participation is highly encouraged during tutorial sessions and will improve your final participation grade.

Screenings: You are required to view the weekly screenings before each tutorial. **All weekly film screenings will be available via streaming sources.** Links to the weekly screenings can be found in the Screening Info and Streaming Link tab on OWL, and screening links will be posted by Friday afternoon the week before lecture/tutorial (if not earlier). There will also be screening introductions and guiding questions posted alongside the Streaming Link each week.

I encourage you to view the films on as large a screen as possible so that you can pay close attention to the visual style and formal construction of the films. Most screening links will also have optional subtitles/closed captions that you will be able to turn on (or off).

Recordings: Participants in this course are *not* permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor. You should also remember that the course lectures are *not* in the public domain but are each instructor's intellectual property. They should not be shared or distributed outside the course in any manner.

Lecture Outlines: Lecture slides will be posted each week on OWL. These slides will provide a brief overview of lecture topics for that week, but they will not contain all the relevant material from lecture and should not be seen as a substitute for weekly lectures. Be sure to download these lecture overviews before class to help you take notes during lecture periods.

Exams: There will be one 2-hour exam in each term* and one 3-hour comprehensive final at the end of the course. The in-class exams will include multiple choice, short paragraph answer questions, and clip/image analyses. The final 3-hour exam will be comprehensive, but it will be somewhat weighted towards material from the Winter term. The final exam for the course will be scheduled during the Winter term exam period (time/date TBA). There will be no exam scheduled for the December exam period.

*Please note that the in-class exams are central to the learning objectives for this course. Students seeking academic consideration for these assessments must provide formal supporting documentation. Students who are granted academic consideration for these assessments will be provided with the opportunity to take a make-up exam.

Paper Assignments: There will be two short written assignments for the course, a *mise-en-scène* analysis and a sequence analysis/shot breakdown. The assignments are meant to help you develop your skills of close film analysis and critical thinking. *Specific assignment requirements will be posted in the Assignments section of OWL on the dates listed below.

Mise-en-scène Analysis: Students will complete a detailed close reading and write a short analysis (1000 words) of the *mise-en-scène* of a still from one of the films of the course. Detailed instructions will be posted on OWL.

Shot Breakdown and Sequence Analysis: Working in groups, students will prepare a shot breakdown of a given sequence from one of the films from the course. You will then provide an essay *analysis* of this sequence/shot breakdown as part of the final exam for the course. Detailed instructions will be posted on OWL.

*If, for whatever reason, you do *not* contribute to the group-based Shot Breakdown assignment, you must individually submit the ***complete*** shot breakdown for ***partial*** credit; otherwise, you will receive a 0 for the assignment.

All properly submitted papers will be carefully marked according to the Grading Guidelines included the end of the syllabus. Review these guidelines carefully before writing your papers *and* after receiving your assignment mark and comments.

Assignment Submission Policy: Assignments must be submitted to OWL on the due date listed. Click on the **Assignments** link in the course page and follow the instructions to upload your assignment. Make sure you receive a confirmation that the assignment has been uploaded. Any assignments *emailed* without permission will *not* be accepted, and late penalties will apply until the assignment is submitted in OWL. Assignments handed in late without prior permission or accommodation will be returned with a grade only, no comments, and 3% per day late (including weekends) deducted from the grade assigned to your paper. Papers submitted after the assignment has been returned to the rest of the class will normally not be accepted.

All requests for extensions must be made through Academic Counselling in your home faculty. Students must make such requests well in advance of the due date and have a good reason for the extension. Extensions can only be granted *after* we have received confirmation of accommodation from your Academic Counsellor. *See section on Accommodation and Academic Consideration Policies below.

Returning Assignments:

We will do our very best to return assignments *within three weeks of the due date*. Assignments will be returned through OWL. If you wish to discuss the comments or grade you have received on an assignment or test with your instructor, *you must wait at least three days after the assignment has been returned to you*—no exceptions.

If you believe an assignment has been unfairly graded for whatever reason and you wish to make an appeal, you must follow the procedures prescribed by the university. See the “Undergraduate Student Academic Appeals” document posted on the University Secretariat’s “Rights and Responsibilities” webpage and in the Academic Calendar.

In short, you must first consult with the person who marked your paper. If a TA marked your paper and you are still not satisfied after they have reexamined the assignment, request *through your TA* a consultation with the professor. The professor will then verify with the TA that proper procedures have been followed, and if they have, the professor will then review the assignment and contact you with a decision. If you are still not satisfied after the professor has reexamined the assignment, you must make a request for academic relief in writing to the Chair of the English and Writing Studies department.

*All assignments worth more than 5% of your final grade, including the final exam, *must* be completed: failure to do so will lead to an automatic F for the course. Your final grades are also released by the Registrar’s Office, not your instructor.

Office Hours: I will be available to answer questions, clarify concepts/assignments, and assist you with your coursework during my weekly office hours (posted above). To accommodate all students individually during office hours, please email me in advance so that I can schedule a specific time for us to meet. Your TA will also have one office hour per week, which they will announce in tutorials. If you have an occasional conflict, you may contact us, and we can set up an alternative time to meet.

Email: We are happy to communicate with students via email, but please remember that we will typically only be available via email M-F from 9-5 and allow 48 hours for a response before sending a follow-up. You should also try to limit your emails to short questions about the course, schedule, or course content. Extended discussions about the course content should be done in person during office hours. In addition, be sure to carefully review the course syllabus if you have a question about the course. ***We may choose not to respond to questions about the course that can be answered simply by reviewing the course syllabus.*** Remember that your professor and your TAs are busy people with many other responsibilities.

COURSE SCHEDULE

Fall Term 2025

Section I: INTRO to FILM ART

Week 1—September 8-10—Film Art and Filmmaking

Screening: *Gravity* (Alfonso Cuarón, USA/UK, 2013, 91 min.)

Reading: *Film Art* [FA]: Chapter 1 (pgs. 1-48) and Ch-8 (pgs. 323-324)
[OWL]: Smith, “It’s Just a Movie”

Week 2—Sept. 15-17—Film Form and Meaning

Screening: *The Wizard of Oz* (Victor Fleming, USA, 1939, 101 min.)

Reading: [FA]: Chapter 2: 49-70 & Ch-9 (pgs. 344-348)

Week 3—Sept. 22-24—Classical Hollywood Narrative

Screening: *The Searchers* (John Ford, US, 1956, 119 min.)
& *The Great Train Robbery* (Edwin S. Porter, USA, 1903, 12 min.)

Reading: [FA]: Chapter 3 (pgs. 71-100) & Chapter 9 (pgs. 339-341)
& Chapter 12 (pgs. 455-467)

Week 4—Sept. 29-Oct. 1: NO LECTURES or TUTORIALS (National Day for Truth and Reconciliation)

Section II: IMAGE COMPOSITION

Week 5—Oct. 6-8—Mise-en-Scène I (Sets, Costumes, Lighting)

Screening: *All that Heaven Allows* (Douglas Sirk, USA, 1955, 89 min.)
& *A Trip to the Moon* [*Le voyage dans la lune*]
(Georges Méliès, France, 1902, 14 min.)

Reading: [FA]: Chapter 3 (pgs. 111-132)
& [OWL]: Mercer and Shingler, *Melodrama* (excerpts)

Week 6—Oct. 13-15—Mise-en-Scène II (Performance and Space)

Screening: *The Florida Project* (Sean Baker, USA, 2017, 111 min.)

Reading: [FA]: Chapter 4 (pgs. 132-158)
& [OWL]: Baker/Porton, “Life on the Margins”

Week 7—Oct. 20-22—Cinematography: The Shot

Screening: *Rear Window* (Alfred Hitchcock, USA, 1954, 112 min.)

Reading: [FA]: Chapter 5 (pgs. 159-195)

Week 8—Oct. 28—MIDTERM EXAM #1 (In-Class)

****NO SCREENING or TUTORIALS this week**

Week 9—Nov. 3-5—READING WEEK

Week. 10—Nov. 10-12—Cinematography: Camera Movement and Mobile Framing

Screening: *The Silence of the Lambs* (Jonathan Demme, USA, 1991, 118 min.)

Reading: [FA]: Chapter 5 (pgs. 195-215)
& [OWL]: Taubin, “*The Silence of the Lambs*: A Hero of Our Time”

*****Mise-en-scène Analysis Assignment Posted on OWL*****

Section III: COMBINING IMAGES

Week 11—Nov. 17-19—Continuity Editing

Screening: *Jaws* (Spielberg, US, 1975, 124 m.)

Reading: [FA]: Chapter 6 (pgs. 216-252)

Week 12—Nov. 24-26—Discontinuity Editing

Screening: *Bonnie and Clyde* (Arthur Penn, USA, 1967, 111 min.)

Reading: [FA]: Chapter 6 (pgs. 253-262) & Chapter 11 (pgs. 422-426)
& Chapter 12 (pgs. 474-477; 483-486)
& [OWL]: Cook, “Another Story: Myth and History in *Bonnie and Clyde*”

Section IV: FILM SOUND

Week 13—Dec. 1-3—Elements of Film Sound

Screening: *Citizen Kane* (Orson Welles, US, 1941, 119 min.)

Reading: [FA]: Chapter 3 (pgs. 99-109) & Chapter 7 (pgs. 263-302)
& Chapter 8 (pgs. 313-322) & Chapter 12 (pgs. 478-481)

****Mise-en-Scène Analysis Due to OWL by 5pm on Tuesday, Dec. 9****

Winter Term 2026

Section V: KEY CONCEPTS in FILM THEORY and CRITICISM

Week 14—Jan. 5-7—Film Style: Realism

Screening: *Ladri di biciclette* [*Bicycle Thieves*]
Vittorio De Sica, Italy, 1948, 89 min.)
& *Killer of Sheep* (Charles Burnett, US, 1978, 80 min.)

Reading: [FA]: Chapter 8 (pgs. 303-313) & Chapter 12 (pgs. 481-483)
& [OWL]: Massood, “An Aesthetic Appropriate to Conditions”

Week 15—Jan. 12-14—Film Style: German Expressionism and Film Noir

Screening: *Nosferatu* (F.W. Murnau, Germany, 1922, 94 min.)
& *The Big Heat* (Fritz Lang, US, 1953, 90 min.)

Reading: [FA]: Chapter 12 (pgs. 467-470)
& [OWL]: Schrader, “Notes on Film Noir”

Week 16—Jan. 20—MIDTERM EXAM #2 (In-Class)

****NO SCREENING or TUTORIALS this week**

Week 17—Jan. 26-28—Psychoanalytic and Feminist Film Theory

Screening: *Vertigo* (Alfred Hitchcock, US, 1958, 128 min.)

Reading: [OWL]: Mulvey, “Visual Pleasure and Narrative Cinema”
& Modleski, “Femininity by Design: *Vertigo*”

Week 18—Feb. 2-4—The Auteur Theory and Female Authorship

Screening: *Dance, Girl, Dance* (Dorothy Arzner, US, 1940, 90 min.)
& *The Piano* (Jane Campion, New Zealand, 1993, 117 min.)

Reading: [FA]: Chapter 11 (pgs. 414-421)
& [OWL]: Mayne, “Female Authorship Reconsidered”
& Klinger, “Contested Endings”

****Sequence Analysis/Shot Breakdown Assignment Posted on OWL****

Week 19—Feb. 9-11—Genre Studies

Screening: *Halloween* (John Carpenter, US, 1978, 91 min.)

Reading: [FA]: Chapter 9 (pgs. 327-339; 341-344)
& [OWL]: Clover, “Her Body, Himself”

Week 20—Feb. 16-18—READING WEEK

Section VI: NONFICTION and NON-NARRATIVE CINEMA

Week 21—Feb. 23-25—The “Truth” of Documentary

Screening: *Crisis: Behind a Presidential Commitment*
(Robert Drew, US, 1963, 52 min.)
& *The Black Cop* (Kent Garrett, US, 1969, 15 min.)
& *Stories We Tell* (Sarah Polley, Canada, 2012, 109 min.)

Reading: [FA]: Chapter 10 (pgs. 352-371) & Chapter 11 (pgs. 434-443)

Week 22—March 2-4—Experimental Cinema

Screening:
Ballet Mécanique (Fernand Léger/ Dudley Murphy, France, 1924, 11 min.)
Un chien andalou (Buñuel, France, 1929, 16 min.)
Meshes of the Afternoon (Deren/Hammid, USA 1943, 14 min.)
Mothlight (Brakhage, USA, 1963, 4 min.)
Scorpio Rising (Kenneth Anger, USA, 1963, 28 min.)
Me and Rubyfruit (Sadie Benning, USA, 1990, 5 min.)
Home Stories (Müller, Germany, 1990, 6 min.)

Reading: [FA]: Chapter 10 (Pgs. 371-400) & Chapter 12 (pgs. 470-474)

Section VII: (TRANS)NATIONAL CINEMAS: Politics, Gender, Sexuality

Week 23—March 9-11—Third Cinema in Latin America

Screening: *Memorias del Subdesarrollo* [*Memories of Underdevelopment*]
(Tomás Gutiérrez Alea, Cuba, 1968, 97 min.)

Reading: [OWL]: Stam, “Third World and Postcolonial Cinema”
& Burton, “Memories of Underdevelopment”

****Shot Breakdown Due to OWL by 5pm on Friday, March 13****

Week 24—March 16-18—Transnational Queer Cinema: Hong Kong & Ivory Coast

Screening: *Happy Together* (Wong Kar-wai, Hong Kong, 1997, 96 min.)
& *Woubi Chéri* (Phillip Brooks and Laurent Bocahut,
France/Ivory Coast, 1998, 62 min.)

Reading: [FA]: Chapter 11 (pgs. 432-436) & Chapter 12 (pgs. 492-496)
& [OWL]: Brunette, excerpt from *Wong Kar-wai*
& [OWL]: Migraine-George, “Beyond the ‘Internalist’ vs.
‘Externalist’ Debate”

Week 25—March 23-25—New Mexican Cinema: On the Road

Screening: *Y tu mamá también* (Alfonso Cuarón, Mexico, 2001, 106 min.)

Reading: [OWL]: Acevedo-Muñoz, "Sex, Class, and Mexico in Alfonso Cuarón's
Y tu mamá también"
& [OWL]: Martínez, "A Mexican in Hollywood or Hollywood in
Mexico?: Globalized Culture in Alfonso Cuarón's Films"

Section VIII: REFRAMING HOLLYWOOD CONVENTIONS

Week 26—March 30-April 1—Race and Horror in American Cinema

Screening: *Get Out* (Jordan Peele, US, 2017, 104 min.)

Reading: Dyer, “White Death”
& Taylor, “Introduction” to *From #BlackLivesMatter to Black Liberation*

Week 27—April 6-8—Marvel and the Global Hollywood Blockbuster

Screening: *Black Panther* (Ryan Coogler, USA, 2018, 134 min.)

Reading: [OWL]: Great, “Bury Me in the Ocean”

*****See Winter Term Exam Schedule for Final Exam Date and Time*****

POLICIES and REGULATIONS

This instructor respects and upholds University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically disabled, visually and/or hearing impaired student; plagiarism; sexual harassment; and racial or ethnic discrimination. All students are advised to become familiar with the respective University regulations and are encouraged to bring any questions or concerns to the attention of the instructor. For Film Studies regulations governing Term Work, Exams, Faculty Office Hours, Academic Relief (appeals, petitions, complaints), and other matters, please consult “Information for Students” on our website at www.uwo.ca/film

Prerequisites: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. The 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.

Intellectual Property/Copyright

All instructor-written materials (e.g. PowerPoints, lecture notes, oral lectures) for this course are created solely for students’ personal use within the course and remain the instructor’s intellectual property. Further reproduction, fixation, distribution, transmission, dissemination, communication, or any other uses, without securing the consent of the copyright owner (the course instructor) may be an infringement of copyright. You may not distribute, email, or otherwise communicate these materials to any other person. These limitations extend to recording, photographing, or sharing lectures (online or in-person) and lecture material without permission. Posting the instructor’s content from this course to online course sharing sites like OneClass or Course Hero without permission is both an infringement of intellectual property law and a violation of academic integrity guidelines. The instructor will pass these cases on to the Western University Ombudsperson or their Department Chair as appropriate.

Accommodation and Academic Consideration Policies

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

****All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.**

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course. **This exception, however, is *not* applicable to the in-class exams for the Fall and Winter terms.

Academic Accommodation is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.”

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodation%20and%20Disabilities.pdf>. Students with disabilities are encouraged to register with **Accessible Education** at the earliest opportunity. “Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students”

<http://academicsupport.uwo.ca/accessibleeducation/index.html>

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 Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

Religious Accommodation:

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.

Religious Accommodation requests for final exams should be submitted via the Student Absence Portal.

Support Services**Academic Advising:**

Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

<https://registrar.uwo.ca/facultyacademiccounselling.html>

Mental Health Support:

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

Gender-based and sexual violence:

Western University [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/studentsupport/survivorsupport/get-help.html>. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Learning Development and Success:

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

USC:

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

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 http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or 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.

Plagiarism Checking:

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>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

***Note on AI/ChatGPT:** Plagiarism includes, but is not limited to, the unauthorized use of AI tools such as ChatGPT to create content that is submitted as one's own. Students are thus required to uphold academic integrity by appropriately attributing all sources and avoiding all forms of plagiarism. All course assignments and exams *must* reflect the student's own thoughts and independent written work.

Complaints: If students have a complaint concerning a course in which they are enrolled, they must first discuss the matter with the instructor of the course. If students are still not satisfied, they should then take the complaint to the English Department chair. These regulations are in place because a failure to follow these procedures creates the potential for injustices of various kinds affecting either the instructor or the students themselves, or both parties. Concerns should not be allowed to fester but should be raised with the instructor in a timely manner, so that they can be addressed in time to make a difference to the course.

GRADING CRITERIA

A+ (90-100):

Argument: Clear development of a specific, challenging and original thesis. The writer has taken significant risks successfully; in the resulting piece, distinctive ideas and content have discovered their necessary distinctive form. Detailed reference to appropriate texts, with evidence of individual response. Ability not only to expound subject but to see it around—subtleties and ambiguities, qualifications and concessions, relations to other subjects, etc.

Presentation, structure: Quotations well integrated into text. Proper paragraphs. Almost no typographical errors.

Language Skills: Sentence structure correct, with full range of sentence types (compound, complex, and compound-complex), with full range of punctuation (including semicolons, colons, dashes, parentheses). Graceful style, neither pompous nor breezy, and few errors.

Research/scholarship: Evidence of effective, extensive and independent research, with proper documentation of sources. Quotations used appropriately and purposively.

A (80 to 89):

Argument: The writer has taken risks and most of them succeed. Clear development of a specific and challenging thesis, with proper paragraphs. Detailed reference to appropriate texts, with evidence of individual response. Ability not only to expound subject but to see it around—subtleties and ambiguities, qualifications and concessions, relations to other subjects, etc.

Presentation, structure: Quotations well integrated into text. Proper paragraphs. Almost no typographical errors.

Language Skills: Sentence structure correct, with full range of sentence types (compound, complex, and compound-complex), with full range of punctuation (including semicolons, colons, dashes, parentheses). Graceful style, neither pompous nor breezy, and few errors.

Research/scholarship: Evidence of effective and independent research, with proper documentation of sources. Quotations used appropriately and purposively.

B (70 to 79):

Argument: Clear development of a specific thesis, with proper paragraphs. Adequately detailed reference to texts. Ability to expound reasonably sophisticated ideas with clarity.

Presentation/structure: Quotations well integrated into text. Proper paragraphs. A few typographical errors.

Language Skills: Sentence structure correct, with reasonable range of sentence types and full range of punctuation. Style not too wordy, with errors relatively few and minor.

Research Scholarship: Evidence of adequate research, with proper documentation of sources.

C (60 to 69):

Argument: Reasonably clear development of a thesis, with proper paragraphs. Basic ability to expound ideas, whose development might be rather thin. Effort to support points with references to the text. Tendency to replace analysis with descriptive retelling of plot.

Presentation/structure: Presentation showing lapses in tidiness and/or proofreading. Poor use of paragraphs.

Language Skills: Sentence structure correct, but perhaps overly simple, with tendency to avoid punctuation besides period and comma. Errors relatively few, but occasionally serious, with evident misunderstanding of some point of elementary grammar (comma splices, fragments, semicolon errors, subject-verb disagreements, poorly integrated quotations)

Research/Scholarship: reasonable effort at documentation, but rather thin.

D (50 to 59):

Argument: Difficulty with paragraphing or consecutive thought. Ideas inchoate but clouded by weak expression. Overgeneralization with inadequate support, or examples that run to lengthy paraphrase, with little or no analysis.

Presentation/Structure: Very poor to non-existent use of paragraphs. Inadequate and inaccurate documentation. Multiple typographical errors.

Language Skills: Errors of grammar or diction frequent enough to interfere with understanding.

Research/Scholarship: Little serious effort to research the topic.

F (49 and below):

Argument: Ideas too simple for level of course. Argument completely incoherent. Erroneous content showing little or no understanding of subject.

Presentation/Structure: Very sloppy proof-reading. Documentation virtually non-existent.

Language Skills: writing frequently ungrammatical.

Research/Scholarship: Non-existent. Content largely “borrowed” from sources with no individual distillation, but no apparent attempt to deceive. Failure to follow the course assignment and guidelines.

0 (Report to Department)

Plagiarism with intent to deceive.