

# Course Outline – Introduction to University Essay Writing

## School of Humanities

### General Information

Course #: Writing 1020G

Section #: 530

Term: Winter

Year: 2020

Course Day and Time: Tuesday, 10:30-11:30 and Thursday, 9:30-11:30

Course Location: MRW-152

### Instructor Information

**Name:** Andrew Chater

**E-mail:** [achater@uwo.ca](mailto:achater@uwo.ca)

**Office hours for students:** Tuesday, 11:30-12:30 and Thursday, 11:30-12:30

**Office location:** UH-216

### Course Description

A practical introduction to the basics of successful academic writing, designed for first-year students in all disciplines. Topics will range from grammar, sentence structure, and paragraphing to the principles of scholarly argument and research.

### Required Course Materials

Required readings are found below in the weekly outline section. The required textbook is available for purchase at the Western bookstore:

**Lester Faigley, Roger Graves and Heather Graves. *The Brief Pearson Handbook*. Fourth Canadian Edition. Don Mills, Ontario: Pearson, 2017.**

### Learning Outcomes

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

1. Develop logical arguments supported by quality academic research and critical thinking (critical thinking, inquiry and analysis)
2. Avoid common grammar and style errors to ensure writing is as easy to read as possible (communication)
3. Plan arguments and structure writing to enhance its maximum impact and ensure major points are convincing (communication, problem solving)
4. Present scholarly research in a variety of styles and drawing on a variety of academic sources (communication, social awareness and engagement, valuing)
5. Construct useful feedback on writing by peers and deliver constructive criticisms that lead to measureable improvement (self-awareness and development)

## Brescia Competencies

Competency	Goal for the Term
1. Communication	Develops a compelling, thoughtful and developed argument or message that targets a specific audience and incorporates others' perspectives; consistently follows the conventions and techniques of the discipline and medium (level 3)
2. Critical Thinking	Identifies key concepts, statements and premises of arguments and the connections between premises and conclusions (level 1)
3. Inquiry and Analysis	Identifies or develops a focused subject of inquiry, finds appropriate evidence from various points of view and/or methods and develops a general conclusion based on inquiry findings (level 2)
4. Problem Solving	Recognize when a problem exists and apply appropriate problem-solving framework to develop multiple solutions; implement a solution that addresses a problem statement and reflects on results and outcomes (level 2)
5. Self-Awareness and Development	Monitor progress toward goals; feelings of self-worth are not damaged by reflecting on and analyzing failures (level 3)
6. Social Awareness and Engagement	Demonstrates surface understanding of, and interest in, different cultures and social issues, although receptive o interactions with diverse others (level 1)
7. Valuing	Identifies ethical or spiritual concepts and issues, and the various contexts where they may appear; starts to articulate own values (level 1)

### Teaching Methodology and Expectations of Students

Our goal is to write an essay on a topic we care about, as well as go through the writing process and improve our work along the way. Most classes will consist of a lecture that will include interactive activities, practice and opportunities for class participation. The class slides will be uploaded to the class OWL website (<https://owl.uwo.ca/portal>) at least 24 hours before class. Assigned readings are found below in the "Weekly Organizer" section. You must come to class ready to participate, having read the assigned readings and after downloading required materials from OWL.

### 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.

## Evaluation

### *Personal Reflection (5% each)*

Students will submit two short, typed reflections during the term. Each must answer a different question that will be given during the first week of class. Each reflection must be about one page, double-spaced.

The goal is for the instructor to give students feedback on writing and grammar, as well as to help students set goals for their essay.

A good reflection will be thoughtful and clear, showing evidence of editing.

### *Essay Proposal – First Draft (5%)*

Students will write a brief, one -page essay proposal that will discuss their opinion on a question of their choosing. Students must then write their term paper on that topic. Students should not use secondary sources to answer the question.

The purpose of the assignment is articulate a good essay topic and generate ideas for later research.

A good-quality proposal will provide a thoughtful, concise and well-reasoned opinion on the chosen topic with almost no grammatical errors.

### *Textbook Summary (5%)*

Students will submit a short, typed paragraph that will answer the following question: “What is the most important thing discussed in the weekly textbook reading to this point in the course?” The paragraph should be about 200 words.

The goal is to practice writing techniques presented in the course and receive feedback on grammar.

A good quality summary will be correct, logical and thoughtful with no grammar mistakes.

### *Annotated Bibliography (5%)*

The term essay must include a minimum of 8 scholarly sources. Students must hand in an annotated bibliography with one of these sources. It must include a citation according to one of the styles summarized in *The Brief Pearson Handbook*. It also must include an annotation that 1) states the source’s thesis and 2) summarizes the main argument and method. It should be 150-200 words.

The goal is to demonstrate the ability to identify and understand scholarly sources.

A good quality annotated bibliography will provide a complete and concise summary of an academic article with a correct citation and almost no grammatical errors.

### *Updated Essay Proposal (5%)*

Students will correct their earlier essay proposal based on corrections suggested by the professor, as well as additional corrections to reflect ongoing consideration and research. Students must add at least one reference to a scholarly source that reflects their research.

The goal is to show that students can improve their work and integrate a source into their writing.

A good-quality proposal will reflect the feedback given by the instructor and overall be an improvement compared with the first draft.

### *Essay Outline (5%)*

Students must hand in an essay outline. A document detailing the format of the essay outline will be available on the class OWL website.

The purpose of handing in the outline is to practice structuring arguments.

Outlines that are handed in complete and on time will receive mark of 100%. Outlines that are partly complete or needing significant revision will receive a mark of 50%. Assignments that are late without accommodation will receive a mark of 0%.

### *Peer Review (5%)*

Students will participate in peer review the week before the essay is due. You will complete a peer review of a classmate's assignment using the online Peer Scholar system (details to follow). You will hand in your paper digitally by the regular beginning of class on the due date. You must complete a peer review for a classmate during the following two days online.

The purpose of the assignment is to get feedback on your essay. If it is not possible to complete this assignment for a valid reason, such as a medical issue, please talk the instructor beforehand, so an alternative assignment can be arranged.

This assignment will not be marked based on a rubric. If you complete the peer review on March 19 or March 20, you will receive a mark of 100%. If you do not complete the peer review on March 19 or March 20, you will receive a mark of 0%.

### *Essay (30%)*

Students will write an argumentative essay in response to the topic approved by the instructor. Essays must be 8-10 pages, not including the bibliography or cover page. The essay must include a minimum of 8 scholarly sources.

A good-quality essay will deliver a well-organized and persuasive argument reflecting good quality research, diverse sources, analysis, critical thinking, personal insight and balance. The grammar and spelling will be correct and professional (i.e., less than five spelling and major grammatical errors).

### *Research Log (10%)*

Each student must hand in a research log during the exam period.

The instructor will provide a chart. Students must fill in the chart with what they did on 10 days to create your final essay. Students must, at the end, answer three additional discussion questions.

The purpose of the assignment is to reflect on the learning throughout the term.

### **\*\*\*OPTIONAL BONUS MARKS\*\*\***

If you visit the instructor during office hours at least two days before any assignment is due, and show some evidence that you have begun serious work on the assignment, you will receive a 2% bonus on the assignment. This visit is optional. Examples of evidence of “serious work” would include an outline, a draft, or several pages of relevant notes. This bonus applies to any assignment except participation, the essay outline, peer review and the final essay.

If you identify an institution that could benefit from your research and email them your final essay after I hand it back, but before the research log is due, you will receive a 5% bonus mark on the essay. Examples of institutions could be charities, government agencies, advocacy groups, university departments or politicians. This bonus is optional.

### *Class Participation (15%)*

Throughout the term, you will be evaluated based on the quality and quantity of your attendance, comments on textbook readings and general participation. You also earn participation marks by 1) e-mailing the course instructor questions and comments based on the lecture or textbook, or 2) visiting the course instructor during office hours to discuss lecture or textbook material. You will receive your participation mark-to-date at the mid-way point of the term.

### *Optional Reflection*

Students can, if they wish, hand in an additional reflection two weeks before the essay s due. A question to answer will be given during the term. It must be about one page, double-spaced.

The purpose of the reflection is to improve marks. It will be counted toward the participation mark. Students should and in the optional reflection who: 1) are not satisfied with their level of participation; 2) are not satisfied with their mark on one of the assignments, or 3) wish to receive additional feedback on their writing.

A good reflection will be thoughtful and clear, showing evidence of editing.

### *Assignment Submission*

Each assignment is due by 9:30 am on the due date. You must hand in a stapled, paper copy (either in class or to my office) as well as an electronic version to Turnitin through the link on the class OWL website. The only exception is the peer review, which is online only. It will not be counted as “handed in” until both items are received.

Late assignments will be penalized 3% per day. Assignments that are handed in more than one week after the due date will not be accepted without documentation from an academic advisor.

There is no late submission for the essay outline or make-up for the peer review. If you cannot complete these assignments on time for a valid reason, please talk to the instructor before the due date.

If a conflict emerges because of a religious observance, please inform the instructor two weeks in advance to make a reasonable accommodation.

### **Academic Accommodation**

If you cannot complete most assignments on time, please contact the course instructor as soon as possible. The instructor has discretion granting extensions for these assignments. For course components worth 10% or more of the total course grade (our final essay and research log), please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

### **Evaluation Breakdown:**

<b>Component</b>	<b>Weight</b>	<b>Date/ Deadline</b>	<b>Learning Outcome</b>	<b>Brescia Competencies</b>
First Personal Reflection	5%	January 16	2	1, 4, 5
Essay Proposal	5%	January 23	1	1, 2, 3, 4, 5, 6, 7
Second Personal Reflection	5%	January 30	2	1, 5, 7
Textbook Summary	5%	February 6	2	1
Annotated Bibliography	5%	February 13	1, 4	1, 2, 3, 4, 5
Updated Essay Proposal	5%	February 27	1, 4	1, 2, 3, 4, 5, 6, 7
Essay Outline	5%	March 5	3	1, 2, 3, 4, 5, 6, 7
Peer Review	5%	March 19	5	1, 4, 5, 6, 7
Essay	30%	March 25	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
Research Log	15%	April 10	1, 2, 3	1, 5
Participation	15%	Ongoing	4, 5	1, 4, 6, 7

**Weekly Organizer:**

Week	Dates	Description	Readings (From Pearson)	Assignments Due
1	Jan. 7	Introduction	course outline	
1	Jan. 9	Where We Are	assignment instructions	
2	Jan. 14	Thinking and Planning I	pp. 1-16	
2	Jan. 16	Thinking and Planning II		personal reflection
3	Jan. 21	Argumentation and Revision I	pp. 17-33	
3	Jan. 23	Argumentation and Revision II		essay proposal
4	Jan. 28	Research I	pp. 163-193	
4	Jan. 30	Research II		personal reflection
5	Feb. 4	Citing I	pp. 202-216 and 159-162	
5	Feb. 6	Citing II	skim pp. 226-339	textbook summary
6	Feb. 11	Arguments I	pp. 217-225	
6	Feb. 13	Arguments II		annotated bib.
No class February 28 or 20 due to reading week				
7	Feb. 25	Grammar	pp. 371-407	
7	Feb. 27	Grammar		updated essay prop.
8	Mar. 3	Grammar	pp. 408-444	
8	Mar. 5	Grammar		essay outline
9	Mar. 10	Grammar	pp. 445-490	
9	Mar. 12	Grammar		optional reflection
10	Mar. 17	Peer Review	read pp. 341-371; review pp. 35-48 and 55-74	
10	Mar. 19	Peer Review		peer review session
11	Mar. 23	Different Types of Writing	read pp. 104-111; review pp. 49-55 and 113-145	
11	Mar. 25	Different Types of Writing		essay
12	Mar. 31	Exams	86-87	
12	Apr. 2	Conclusion		
	Apr. 10			research log

# 2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

## 1. POLICY REGARDING ACADEMIC ACCOMMODATION

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

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services ([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page\\_10](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10)).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

### Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24** hours after the end of the period covered by the Self-Reported Absence form to clarify how they will fulfil the academic expectations they may have missed during the absence.

### Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the



student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](http://brescia.uwo.ca/academics/registrar-services/), <http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

## 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68)).

#### **4. SCHOLASTIC OFFENCES**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

##### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

##### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

#### **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the

Student Academic Appeals – Undergraduate in the Academic Calendar

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

## 6. PREREQUISITES

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

## 7. SUPPORT

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html).

### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

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