



Course Name: *Perspectives on Schooling- 2200E (2022-2023)*

Program Title and Code: Perspectives on Schooling (2200E Sections 001 & 002)

Program Type: Undergraduate

Number of Credits: 1.0

Course Start: September 9th, 2022 (Section 002)

September 14th, 2022 (Section 001)

Course Duration: 21 weeks

Class Time/Location: Section 001- 6:30 pm to 9:30 pm, Room #

Section 002- 10:30 am to 1:30 pm, Room #

Recognized holidays in each term: October 10th, 2022 (Thanksgiving Holiday), October 31st to November 6th, 2022 (Fall Reading Week), December 9th, 2022 Fall/Winter Term Classes End, February 18th to February 26th, 2023 (Spring Reading Week), February 20th, 2023 (Family Day), April 7th, 2023 (Good Friday), April 10th Fall/Winter Classes End.

Assistant Professor (Limited Duties): Melanie Lawrence, PhD

Office Hours: By Appointment

E-mail: mmazier@uwo.ca

If students are not able to transform their lived experiences into knowledge and to use the already acquired knowledge as a process to unveil new knowledge, they will never be able to participate rigorously in a dialogue as a process of learning and knowing. In truth, how can one dialogue without any prior apprenticeship with the object of knowledge and without any epistemological curiosity? (Macedo, D. in Freire, P. 1971/2011).

Let this be the start of our journey on *Perspectives on Schooling*

Contact Policy

Students must use their Western (@uwo.ca) email addresses when contacting their instructors. If at any time, during this course you require specific instruction or additional support please do not hesitate to reach out to me.

Students should provide an appropriate/descriptive subject heading for their emails and OWL messages, as well as the course code (2200E) and section (001/002) for emails. All efforts will be made to address queries within a **72 hour** time period.

Calendar Description

This course will consider various perceptions of the purpose and function of schooling, explore the culture of schools, and examine the characteristics and role of the teaching profession. The course is designed for students who are considering a teaching career, and for others interested in the social issues of schooling.

Extended Course Description

This course considers various perspectives on schooling, using sociology of education as a lens within the context of Canadian education to examine the culture of schools, and examine the characteristics and role of the teaching profession.

Learning Outcomes

Learning outcomes for this course are organized into five key areas, based on Undergraduate Degree-Level Expectations. By the end of this course, students will be able to:

- Be familiar with, able to critically discuss, and write about a variety of sociological perspectives on schooling that will include theoretical, historical, political, and philosophical perspectives of education.
- Apply a critical lens to major issues and unique problems in the study of education.
- Demonstrate skills to critically engage with educational policy and recognition as it relates to Equity, Diversity, and Inclusion (EDI).

- Demonstrate skills to engage critically with representations of schools, teaching, and students in popular culture and mass media.
- To research and prepare a formal essay on a major issue in education using peer reviewed and scholarly resources.

Course Time Commitment Expectations

The estimated workload for this course is approximately **10 to 15 hours per week**. This may vary per week depending on the student's experience with each topic, and each week's reading requirements especially when preparing for assignments or learning activities. Students are encouraged to plan their time accordingly.

Students are **strongly encouraged** to spend part of the 10-hour allotment **reading beyond the course syllabus**.

Required Course Materials

Required Text: Davies, S. & Guppy, N. (2018). *The schooled society: An introduction to the sociology of education*. Canada: Oxford University Press.

This book is available through Western Libraries and other library sharing systems. You can also purchase a copy through providers of your choice. This book is also available for rent through: <https://www.vitalsource.com/en-ca/products/the-schooled-society-scott-davies-neil-guppy-v9780199024896>

Required materials, online: For the remainder of this course, **from time to time**, additional materials will be posted on OWL. The only method of accessing these materials is through OWL, thus it is imperative that you have access to OWL for this course. If you are having a difficult time accessing OWL please contact Information Technology immediately.

Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) 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.

All course material will be posted to OWL: <http://owl.uwo.ca>.

If students need assistance with the course OWL site, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Course Readings:

Course Topics and Readings:

Topic: The context of the schooled society

Week One (September 9):

Introductions (Section 002), review of syllabus, expectations- Not to be treated lightly as hope to meet each and set tone for our learning.

Week Two (September 14/ 16):

Introductions (Section 001, September 14), review of syllabus, expectations- Not to be treated lightly as hope to meet each and set tone for our learning.

Required readings-

Davies & Guppy (2018), Chapter One: The context for the schooled society

Wotherspoon, T. (2009). *Historical dimensions of Canadian Education*. The sociology of education in Canada (pp. 54-74). Don Mills, ON: Oxford University Press.

Week Three (September 21/ 23):

Required readings-

Davies & Guppy (2018), Chapter Two: Classical sociological approaches to education

Saha, L. (2008). *Sociology of education*. In T. Good (Ed.), *21st century education: A reference handbook* (pp. 299-308). Thousand Oaks, CA: Sage.

Week Three (September 28/ 30):

Required readings-

Davies & Guppy (2018), Chapter Three: Contemporary sociological approaches to schooling

Topic: Selection: Inequality and Opportunity

Week Four (October 5/ 7):

Required readings-

Davies & Guppy (2018), Chapter Four: Education revolutionized: The growth of modern schooling

Week Five (October 12/ 14):

Required readings-

Davies & Guppy (2018), Chapter Five: The Structural Transformation of Schooling: Accommodation, Competition, and Stratification

Week Six (October 19/ 21):

Required readings-

Davies & Guppy (2018), Chapter Six: Unequal student attainments: Class and socio-economic status.

Lehmann, W. (2016). Influences on working class students' decision to go to university. In A. Stich & C. Freie (Eds.), *The working classes and higher education: Inequality of access, opportunity and outcome* (pp. 13-29). New York: Routledge.

Week Seven (October 26/ 28):

Required readings:

Davies & Guppy (2018), Chapter Seven: Attainments by gender, race, sexuality, and other equity categories

Week Eight (November 9/11):

Required Readings:

Rezai-Rashti, G., Segeren, A., & Martino, W. (2016). The new articulation of equity education in neoliberal times: The changing conception of social justice in Ontario. *Globalisation, Societies and Education*, 15(2), 160-174.

Topic: Social Organization and Legitimation

Week Nine (November 16/18):

Required readings:

Davies & Guppy (2018), Chapter Eight: The changing organization of school

Week Ten (November 23/25):**Required readings:**

Davies & Guppy (2018), Chapter Nine: Curriculum: The content of schooling

Week Eleven (November 30/December 2):**Required readings:**

Davies & Guppy (2018), Chapter Ten: The sociology of teaching

Topic: Socialization**Week Twelve (December 7/ 9):****Required readings:**

Davies & Guppy (2018), Chapter Eleven: Socialization: The changing influence of schools on students

Week Thirteen (January 11/13):**First Class Back and Re-cap****Required readings:**

Davies & Guppy (2018), Chapter Twelve: The limits of school socialization: Competing influences on students

Week Fourteen (January 18/20):

Davies & Guppy (2018), Chapter Twelve: The limits of school socialization: Competing influences on students

Topic: Conclusion, “The Schooled Society” (2018)

Week Fifteen (January 25/27):

Required reading:

Davies & Guppy (2018), Chapter Thirteen: Future directions for Canadian education

Topic: Global Perspectives on Schooling

Week Sixteen (February 1/3):

Required readings:

Solberg, P. (2015). *Finnish lessons 2.0: What can the world learn from educational change in Finland?* Chapter One, “Yes we can learn from one another” (pp. 1-13).

Week Seventeen (February 8/10):

Required Readings:

Chapter Four, “The Finnish way: Competitive welfare state” (pp. 139-170).
New York: Teachers College Press

Week Eighteen (February 15/17):

Required Readings:

Drake, M. & Savage, M.J. (2016). Negotiating accountability and integrated curriculum from a global perspective. *International Journal of learning, teaching and educational research*, 15 (6), 127-144.

Week Nineteen (March 1/3):

Required Readings:

Bennett, P.W. (2017). Digital learning in Canadian K-12 schools: A review of critical issues, policy, and practice. In A. Marcus-Quinn, & T. Hourigan (Eds.), *Handbook on digital learning for K-12 schools*. Springer, Cham.

Week Twenty March 8/10):

Required Readings:

Kim, J. Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum. *IJEC* 52, 145–158 (2020). <https://doi.org/10.1007/s13158-020-00272-6>

Week Twenty-One (March 15/17):

Required Readings:

Ainscow, M. (2020) Promoting inclusion and equity in education: lessons from international experiences, *Nordic Journal of Studies in Educational Policy*, 6:1, 7-16, DOI: [10.1080/20020317.2020.1729587](https://doi.org/10.1080/20020317.2020.1729587)

Week Twenty-Two (March 22/24):

Required Reading:

International Commission on Education for the Twenty-first Century.,
Delors, J., & Unesco. (1996). *Learning, the treasure within: Report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: Unesco Pub.

Week Twenty-Three (March 29/31): Wrapping up while trying to make sense of it all: Final thoughts on the *Perspectives on Schooling*

Assignments & Course Requirements

Assignment	Details	Due Date(s)	Weighting
Reflection on your own school experience	Please consult syllabus below	November 11 th , 2022 via OWL online "Assignments" tab by 11:55 p.m. EST	15%
Three Critical Reflective Journal Submissions	Three Weekly Reflective Journal submissions- First Term	On going through term one, 2022, via OWL online "Assignments" tab	15%
Mid-Term Assignment	Critical Film Review on Education	February 17 th , 2023 via OWL online "Assignments" tab by 11:55 pm EST	30%
Case Study Assignment	Please consult syllabus below	April 4 th , 2023 via OWL online "Assignments" tab by 11:55 p.m. EST	30%
Optional Final Assignment	Project Artefact: Please consult syllabus below	April 4 th , 2023 via OWL online "Assignments" tab by 11:55 p.m. EST	30%
Participation	Preparation & Participation: Self-	On-Going term 1 & 2: Due last day of class, 2023	10%

	Evaluation		
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Three Weekly Journal Reflections (Due first term) 15%

Throughout first term of this course, you will be asked to provide three critically engaged and critically reflexive papers that will be brief and based on the required readings using a strategy called “Quotations, Questions and Comments (QQC)”. You may choose the weeks in which you wish to submit for each term. This strategy will be explained in further detail during class time.

This assignment will provide you with an opportunity to discuss our weekly readings and will inform your interpretation, learning/unlearning and rich understanding of ‘Perspectives on Schooling’. The term reflexive practice was first coined by Dewey (1933) and defined as an action that involves “active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads” (p. 9). As Gouldner (1970) stated, “there is no knowledge of the world that is not a knowledge of our own experience of it and in relationship to it” (p. 28).

Each of the three critical and critically reflexive reading journal entries should be two pages in length, 12-point Times New Roman font, double spaced following APA 6th or 7th edition format that will include a title page and bibliography.

Reflection on your Own School Experience (Due: November 11th, 2022) 15%

You are asked to critically and reflexively engage on your own educational experiences as a K-12 student. What was your experience as a student like? How did your family background shape your educational experience? How did you experience the school culture? What was your overall impression of the school structure, resources, and curriculum? More specifically you are asked to critically reflect on how you experienced equity, diversity, and inclusion in your school? What were your perspectives of equity, diversity, and inclusion at your school?

Please support this reflection using two readings from in class and one to two external sources. Please also include in this reflection one artefact that supports your reflection.

Note: an artefact can be a drawing, painting, a book cover, a photograph of family, nature, friends, animals, a poem, or lyrics to a song, etc.

Your reflection is to be three to five pages in length, excluding a title page and bibliography. Your paper will follow APA 6th or 7th edition format and will be double spaced, 12-point Times New Roman font.

Please consult the “Rubric” for the assignment expectations.

Mid- Term Assignment: Critical Film Review (Due: February 17th, 2023) 30%

You are asked to write a critical film review about school and education. Your review will engage critically and will question: What message does the film send about the culture of schools, teachers, and students? What are the politics behind the film? What are the politics behind education presented in the film? Why is understanding context important to the narrative of the film? Why is it important to understand the intersectionality of race, class, gender, sexuality, and ability when considering the message of the film?

Please remember that a critical analysis is not a summary. You are being asked to critically engage asking the BIG “how”, “what” and “why” questions. Make sure that your review has a thesis, that is make sure that you state a point of view that is supported by examples.

Please support your critical film review by reading and citing the following two sources:

Tisdall, L. (2015). Inside the ‘blackboard jungle’. *Cultural and social history*, 12(4), 489-507.

Robertson, J.P. (1997). Fantasy’s confines: Popular culture and the education of the female primary school teacher. *Canadian Journal of Education* 22 (Spring),123-143.

Each article will be posted on OWL in “Resources”.

Your critical review is to be 7-10 pages in length, excluding a title page and bibliography. Your paper will follow APA 6th or 7th edition format and will be double spaced, 12-point Times New Roman font.

Please consult the “Rubric” for the assignment expectations.

The following is a recommended list of American films to select from (If you should have a film you would like to engage with that is not on this list please consult me for approval):

Films:

To Sir, With Love (1967)

The Breakfast Club (1985)

Stand and Deliver (1988)

Dead Poet’s Society (1989)

Dangerous Minds (1995)

Mr. Holland’s Opus (1996)

Mona Lisa Smile (2003)

Coach Carter (2005)

Freedom Writers (2007)

Waiting for Superman (2010)

Captain Fantastic (2016)

Final Assignment Case Study Research Essay (Due: April 4th, 2023) 30%

For your final assignment you are asked to write an essay that identifies one major issue in education in Canada. **Your guiding question for this final assignment will be, “Why is this major issue important and worth researching?”** Your analysis should include a critical argument and evidence that supports your argument. You may use as many (or as few) of the course readings as you wish. However, as this is a research essay, you are expected to research your topic in depth as an undergraduate student and are asked to go beyond our course readings. Your final paper is to be 10 pages (2500 words double spaced, Times New Roman 12 point font. This requirement does not include your title page or your bibliography. The style format will be that of APA 7th edition.

Please consult the “Rubric” for the assignment expectations.

Optional Final Assignment (Due: April 4th, 2023) 30%

Project Artefact: Possibly you come from a discipline that is not essay centric. Thus, I would like you to choose five artefacts. An artefact could be a poem, a photograph, lyrics from a song, a Ted Talk, a book, a drawing, a painting, a world event such as the Olympics, World Football, Social Movements (#IdleNoMore; #BlackLivesMatter; #MeToo; and #greatthunberg, for example), or any other another source that inspires you to connect to an issue or challenge in Canadian education. Please provide one or two paragraphs to illustrate how each of your five artefacts connects to the challenge or issues, as you perceive it, in Canadian education.

Consequences for Late Assignments

Recognizing that this is an undergraduate course all candidates are expected to submit assignments by the stated due date. My approach to teaching centres the needs of students when planning and designing learning requirements. At the discretion of the instructor, extensions may be granted. Please do not wait until the night before to contact me if you need an extension. I aim to return your assignments with detailed feedback within 14 days (or less) post-assignment due date. I, your instructor, will evaluate all assignments.

Equity, Ethics, Social Justice & the University of Western Ontario Mission

Our Commitment to Equity, Diversity, & Inclusion

Our commitment to equity, diversity and inclusion (EDI) supports the University's mandate as a research-intensive institution of higher learning, an employer of choice and a community leader. We believe that the University is enriched by the diversity of our campus community and strengthened by our shared commitment to equity and inclusion. We are guided by the following principles:

Equity – We value equity of access and opportunity for members of underrepresented and equity-seeking groups*. We take action to identify and address barriers to the full participation of members of these groups at the University.

Diversity – We value and respect the diversity of our campus community. We recognize the important contributions that diverse perspectives and lived experiences bring to Western's learning, teaching, working and research environments.

Inclusion – We value inclusion and active engagement with and across diverse communities in all aspects of university life. We foster a welcoming campus community where everyone feels respected, valued and included.

*Members of underrepresented or equity-seeking groups includes, but may not be limited to, women, Indigenous peoples (First Nations, Inuit and Métis), persons with disabilities, members of racialized groups and members of LGBTQ2+ communities. In recognition that all individuals have multiple aspects of identity an intersectional lens will also be used when assessing barriers and/or developing policies/programs at the University (<https://www.uwo.ca/equity/diversity/index.html>).

Student Engagement and Access

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. **For more information**, see <http://www.sdc.uwo.ca/ssd/>

Technology Requirements (Should we move to online learning due to COVID-19)

- Regular internet access (high speed recommended)
- Computer that
 - enables connection to outside websites (flexible firewall)
 - has multimedia playback capabilities (video/audio)
 - is capable of running a recent version of Mozilla Firefox or Google Chrome
 - is capable of running a recent version of Microsoft Word
- **Regarding Zoom:** Audio headset and microphone
- Web camera
- Microsoft Word

OWL login instructions and technical support information

To access OWL, go to <http://owl.uwo.ca> Students may use Internet Explorer to access OWL; however, Firefox is the preferred browser for using OWL. To log into OWL, students use their Western account credentials. The login is what precedes the “@uwo.ca” portion of students’ UWO email addresses.

- **If you do not know your Western account**, please contact edu.tech.support@uwo.ca for instructions.
- **If you know your Western account, but you do not remember your password**, please contact the ITS Helpdesk at 519 661-3800 (or x83800). You will need to provide your Western username, your 9-digit Student Number, and they may ask for other identifiers such as birth date.
- **If you require technical assistance in OWL**, information addressing common problems is available on the OWL home page.
- Students can also contact the ITS Helpdesk at 519-661-3800 or post a request for support services: <https://www.edu.uwo.ca/support/index.html>

Style Guide

A style guide (or manual) is a set of standards for the design and writing of documents that establishes a consistent style that aids in reading comprehension, provides clarity of community, and reduces bias in language. The **APA 7** style guide is the most common for students and scholars of the Education academic discipline. Unless otherwise specified by the instructor, students are **required** to employ **APA 7 style in all writing assignments**, and failure to do so may result in a grade penalty.

Attendance

Students are expected to fully engage with all aspects of course learning opportunities. In the case of absence, instructors may assign additional course work. Typically, students who are absent from one-quarter or more of their classes will be assigned a grade of "F" (Fail). For **online courses** organized on a week-by-week basis, participation in each week's discussion and/or activities will be considered the equivalent of one onsite class. For online courses that are organized on a multi-week basis (i.e. module or unit), contributing to the discussion and/or activities of each unit will be considered the equivalent of attending and participating in the classroom of a face-to-face class.

Students are encouraged to contact their instructor in advance of cases in which they will be unable to participate for a substantial period of time (one week or more).

Language Proficiency

Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level. To foster competence in the use of the English language within their own discipline, all instructors will take proficiency in English into account in the assignment of grades. A student who, after admission, shows an inadequate command of spoken or written English, they must improve English proficiency to the satisfaction of the graduate program or department. https://www.uwo.ca/univsec/academic_policies/admission.html.

Rubric: Perspectives on Education (2200E) Critical Responses; Critical Reflection; Critical Movie Review, Case Study Assignment & Final Essay/Project

Critical Journal Responses	Excellent A+	Very Good A	Good B+	Satisfactory B	Poor C	Failure F
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Provide a quote from a weekly reading: Three first term	Highly salient quote provided as it relates to your journal question, comments, and your readings	Quote provided creates a clear understanding as it relates to your journal question, comments, and weekly readings	Quote provided creates a sufficient understanding as it relates to your journal question, comments, and your weekly readings	Quote provided creates an adequate understanding as it relates to your question, comments, and your weekly readings	Quote provided creates a limited understanding as it relates to your question, comments, and your weekly readings	Quote provided creates little to no understanding as it relates to your question, comments, and your weekly readings
Create a Question from a weekly reading: Three first term that relate to your quote	Highly proficient and critically engaged question that connects to the quote	Question created clearly connects to the quote	Question created a sufficient connection to the quote	Question created an adequate connection to the quote	Question created a limited connection to the quote	Question created provided little or no connection to the quote
Comments: Create comments that relate to your quote and question: Three first term	Highly proficient and critically engaged comments that connect to the quote,	Comments clearly connect to the quote, and your question	Comments provided a sufficient connection to the quote, your question	Comments provided an adequate connection to the quote, your question	Comments provided a limited connection to the quote and your question	Comments provided little or no connection to the quote, your question

Reflection On Your Own School Experience	Highly proficient and critically engaged reflection that demonstrates reflexivity regarding your own school experience	Reflection clearly connects to your own school experience	Reflection provided a sufficient connection to your own school experience	Reflection provided an adequate connection to your own school experience	Reflection provided a limited connection to your own school experience	Reflection provided little or no connection to your own school experience
Critical Film Review	Highly proficient and critically engaged film review that demonstrates reflexivity and understanding of societal/cultural constructs on issues and biases in education	Critical film review clearly connects to an understanding of societal/cultural constructs on issues and biases in education	Critical film review provided a sufficient understanding of societal/cultural constructs on issues and biases in education	Critical film review provided an adequate understanding of societal/cultural constructs on issues and biases in education	Critical film review provided a limited understanding of societal/cultural constructs on issues and biases in education	Critical film review provided little or no understanding of societal/cultural constructs on issues and biases in education
Final Assignment Case Study Research Essay/ Optional Project Artefact	Highly proficient, critically engaged, reflective and reflexive final essay that identifies a major issue in Canadian education while demonstrating an understanding to the	Final essay clearly identifies a major issue in Canadian education demonstrating critical engagement, reflection, and reflexivity while demonstrating an understanding	Final essay provided a sufficiently identifies a major issue in Canadian education with sufficient critical engagement while demonstrating a sufficient understanding of the	Final essay adequately identifies a major issue in Canadian education.	Final essay provided a limited understanding of a major issue in Canadian education.	Final essay provided little or no understanding a major issue in education.

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Evaluation

Students must maintain at least a "B" average in their program. Students who do not maintain a minimum average of 70% each term or receive a final course grade lower than 60% may be removed from the program.

Although only numeric grades are assigned by instructors in the Faculty of Education, the following alpha grade ranges are provided for your information.

A = 80% and above

B = 70% - 79%

C = 60% - 69%

F = Fail - less than 60%

The following guidelines for assigning grades are in effect at the Faculty of Education.

- A:** Reserved for those students whose work is excellent. Their work will contain an element of originality, creativity, or thoroughness. It will be well organized and expressed and will reflect a particularly clear command of techniques and principles, incisive judgements, sound critical evaluations, and so on.
- B:** Assigned for proof of good competent work. A "B" grade indicates that a student has mastered the course material and can manipulate it, can write clear prose, can demonstrate an ability to critically evaluate and synthesize material, and can apply the

course material to relevant situations or problems.

- C:** Assigned because a student does not meet one or more of the above criteria. Even though the student may be conscientious, he or she has not demonstrated a mastery of the graduate work in the course. A lack of mastery may include any number of characteristics such as an inability to write clearly, to research a topic adequately, to synthesize material, or to make basic judgements about relevance, and so on.
- F:** Glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics. In general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.
- INC:** (Incomplete) An INC may be granted for a course where the student has not been able to complete the assigned work in the normal timeline due to exceptional circumstances. Permission to carry an INC must be sought from the Chair, Graduate Education before the end of the term. The INC must be completed by the end of the following term or a grade of F (FAIL) will be assigned. According to SGPS policy, **NO** exceptions will be granted to this rule.

A numerical grade submitted for an INC grade, or an F grade resulting for an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either such grade except on documented medical or compassionate grounds.

Instructors shall inform students, both in class and in the course outline, as to any policies and/or penalties concerning late submission of assignments.

- IPR:** (In Progress) assigned during preparation for Thesis or Directed Research Project or a half or full course which extends over two or more terms.

Statement on Academic Offences

Scholastic offences are taken seriously; a student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university, as well as criminal proceedings where appropriate. Students are strongly encouraged to review the appropriate policy document, and specifically, the definition of what constitutes a Scholastic

Offence: <https://grad.uwo.ca/administration/regulations/13.html>

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text 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 (see Scholastic Offence Policy in the Western Academic Calendar).

Statement on Student Accessibility

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with **Accessible Education**, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both Accessible Education and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual Counselling, alternative formatted literature, learning strategy instruction, writing exams and assistive technology instruction. For more information, please contact http://academicsupport.uwo.ca/accessible_education/index.html

SUPPORT SERVICES

A variety of support services are available at Western. If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (<http://www.registrar.uwo.ca>)

WRITING SUPPORT: Student Development Centre (<http://www.sdc.uwo.ca/>)

LEARNING SKILLS SUPPORT: Student Development Centre (<http://www.sdc.uwo.ca/>)

INTERNATIONAL STUDENTS: Student Development Centre (<http://www.sdc.uwo.ca/>)

ABORIGINAL STUDENTS: Student Development Centre (<http://www.sdc.uwo.ca/>)

STUDENTS with DISABILITIES: Student Development Centre
(<http://www.sdc.uwo.ca/>)

SOCIAL & CULTURAL ISSUES: University Students' Council
(<http://westernusc.ca/services/>).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

PROGRAM ISSUES: Erin Peterson, Programming coordinator, epeter43@uwo.ca,
Teacher Education Office, room 1166

NEED HELP but not sure what to do: epeter43@uwo.ca, Teacher Education Office,
room 1166