



worldview through lenses of relative privilege and oppression. I commit to practicing reflexivity when designing and revising course materials to ensure adequate representation of traditionally excluded voices and philosophies in university curricula. I am committed to the decolonization and Indigenization of my course materials and invite my students to actively participate in this endeavour through open dialogue. As a student, you are invited to contact me if you have any concerns with course materials and/or the learning environment.

My

and teams' solutions and future SDP practices (Reflection)

Required Course Material:

All required readings will be posted on OWL.

Course Evaluation:

Discussion Forums (Bonus Marks)

Participation in the forum questions is not graded. However, it is noted and will contribute an extra 2% to your final grade. To get the full 2%, you need to meaningfully participate in every forum discussion.

Reflexive Journal version 1– May 19th soft deadline, May 22th hard deadline (10%)

In 1 page, discuss some aspect of the class that you found particularly interesting. A strong reflection makes connections and associations between the course content and your personal experiences, current events, or content you've read outside this course. Incorporate three sources from the readings. Cite using APA. Instead of a title page, please provide the title of the assignment, your name, and your student number as a header on your page. Your source list will not count toward the page count. These journal entries will help us work on your writing/citing. You will be graded on citation format, ability to follow instructions, spelling and grammar, and engagement with class material.

Reflexive Journal version 1- teammate reflection – June 2<sup>nd</sup> soft deadline, June 5<sup>th</sup> hard deadline (5%)

You will be divided into teams on OWL. Upload your reflexive journal 1 to your team's OWL forum. Your team members must share their reflections on your entry. Things to think about when reflecting on a team member's entry:

1. Leave your teammate a comment stating one point of similarity between your teammate's reflections and your own reflections/experiences (these reflections do not need to have been included in your reflection journal 1.) Leave your teammate a comment.

2. Leave your teammate a comment stating one point of difference between your teammate's reflections and your own reflections/experiences (these reflections do not need to have been included in your reflection journal 1.)

3. This point is exclusively for consideration for your own journal entry. (Please do not ask your teammate to answer this). What context about your teammate is missing that would better explain their reflections? Have YOU provided this same kind of context in your journal entry? If not, add it to the second version of your journal entry.

\*Also, have you made some assumptions about your teammates? Are they a result of unconscious bias? What can you do consciously to avoid making decisions, acting, or basing questions on these unfounded assumptions? Note these assumptions somewhere only you can access; again, please do not share your assumptions. See: <https://www.verywellmind.com>. This exercise is not to shame you, as we ALL have implicit bias and unknown biases.

You will receive participation grades for commenting on ALL your teammates' reflections. This exercise will also work on your capacity as a critical friend for reflexivity.

Midterm Quiz (10%) June 21<sup>st</sup>

Details on exam to be given on OWL. Details on midterm exam to be given on OWL.

Final Exam 30% July 26<sup>th</sup>

Details on final exam to be given on OWL. Students who miss the exam for valid



recommendations for accommodation based on medical documentation or psychological

arrangements for continuous proctoring.

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

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

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

6. Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded.

Completion of this course will require you to have a reliable internet connection.



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

Appeals generally proceed in this order:

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

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

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

#### 8. Support Services

Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

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

There are various support services around campus and these include, but are not limited to:  
Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>  
Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

#### 9. Student Code of Conduct

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