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The following table offers a provisional thematic/ activity map for our weekly lessons. A lesson is composed of all the activities around the weekly theme.

Note that this plan will be updated weekly with more detailed information and may change.

Be aware that effective engagement in the course requires between 6-8 hours weekly (including your own study time and the synchronous session). This number really depends on you being able to set up a study environment free of distractions and interruptions. At the start of the term, make sure you schedule these hours on your personal weekly calendars.

Lesson/ Week	Themes
1 No Synchronous Session this week	Setting the foundations Ways of working together. Presentations and getting to know one another. Planning and preparing the ground for a successful course. Focusing questions: <ul style="list-style-type: none"> x Why do I want to learn about disability and movement from a socio-cultural perspective? x What is my starting point? Uncovering my own perceptions of disability. x Exploring my own personal connections to the topic.
2	Foundational concepts: <ul style="list-style-type: none"> x Body (and Embodiment) x Movement x Disability
3	Evolution of Socio cultural - Political approaches to the disability “problem” : The disability models of understanding
4	The ideology of ableism

14- 18 Mar.	
10	Test 2 x Teams 814 to prepare their seminars x 2 nd Support Session for the final individual case study project
11	Student-led Seminars x Submission of outline for the individual case study project and an annotated bibliography of 10 sources (4 Apr.)
12	Course plenary x What have we learned? Why and how does this learning matter? x Submission of final case study research project (8 Apr.)

Required Course Material:

There is no textbook for this course. A specific list of compulsory readings and other visual-audio-resources is going to be shared weekly, within each specific lesson. Each student is also expected to share with the class relevant resources to deepen and broaden the understanding on each theme.

Course Evaluation:

Modes of Evaluation	When?	%
Individual Participation and Engagement– (students will actively participate in class as well as weekly online tasks that are required to be completed each week) to de		

If you miss a test you will be required to sit it.		
Idea and annotated bibliography (min. 4 sources) Outline and annotated bibliography (min. 8 sources) Individual Assignment: Case study research project	16 Feb. 4 Apr. 6 Apr.	1.5 (for submission) 1.5 (for submission) 35

Formatting: All formatting (information [here](#)) and referencing of written assignments must follow the following guidelines: f0.0021 (t)21 (t)2 Tc 0.004 Tw T* [(p)-8 (ro)-4 (j)-1 (ect)(ro)-4h48-8d Irittenre fc st.15 Td TL2 (g)49
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sought, in another course or program of study in the University or elsewhere.

testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#)

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or

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 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 (for first-term half courses) or June 30 (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 cahealth@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