



Writing 1020F (570)  
Summer 2026  
Writing: Introduction to University Essay Writing

**Course Information:**

**Calendar 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.

**Prerequisite(s):**

**Anti-requisite(s):** Writing 002F/G, Writing 1002F/G, Writing 1021F/G, Writing 1022F/G, Writing 2101 F/G.

**Extra Information:**

**Course Weight:**0.50      **Breadth:** Category B  
**Subject Code:** WRITING

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enroll in it, you may be removed from this 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 pre-requisites.

King's University College at Western University  
Department of English, French, and Writing  
Writing 1020F: Introduction to Writing in English (Section 570) Online Synchronous  
Spring 2026

## **Land acknowledgement**

It's important that we all acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In our region, there are eleven First Nations communities, as well as a growing indigenous urban population. King's University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America).

Pronunciation guide

Anishinaabek: Ah-nish-in-a-bek

Haudenosaunee: Ho-den-no-show-nee

Lūnaapéewak: Len-ah-pay-wuk

Chonnonton: Chun-ongk-ton

## **Basic course information**

**Instructor:** Prof. Patrick Morley

**Email:** pmorley3@uwo.ca

**Course duration:** THREE WEEKS May 11th – May 29th, 2026 (plus exam)

**Hours of coursework plus lectures per week:** 20

**Zoom Classroom/Dates:** Monday to Thursday @ 930am – 1230pm (Zoom invite will be given before each class)

**Office hours:** via Zoom after every class

## **Calendar 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.

Prerequisites: None. Antirequisite(s): Please **DO NOT take this course if you have already taken** the former [Writing 0002F/G, 1002F/G, 1021F/G, 1022F/G, or 2101F/G](#).

## **What will you get from this course? Writing 1020 Learning Outcomes**

Writing 1020 can help you improve your performance in all your university courses. During and after this course, you will

- know more about the goals, features, and methods of university-level academic writing;
- get familiar with some common academic genres (e.g., the reflective essay, the essay proposal, and the research essay);
- create clear and plausible arguments that show your awareness of the writing context;
- hone your research skills, finding, selecting, and critically evaluating research sources
- integrate evidence from research into your own writing through summary, paraphrase, and quotation, with correct citation;
- shape your paragraphs, and organize the essay as a whole;
- be able to review the work of your peers constructively but critically;
- revise and edit your writing to ensure focus, clarity, unity, and correctness.

## **What textbooks do you need? Where will you find them?**

### **Mandatory readings**

- Roe, Steven C. and Pamela H. den Ouden. *Academic Writing: The Complete Guide*. 3<sup>rd</sup> edition. Canadian Scholars, 2018. ISBN: 9781773380407 (\$82.60). Print and electronic copies are available through the [Western bookstore](#). If you are experiencing financial difficulties, please contact me in confidence and I will help you borrow a copy for the term.

### **Additional readings**

- Links to the [OWL Purdue website](#), specified in the Course Schedule, are meant to help you write your assignments

## **What technology do you need?**

- Writing 1020 (570) is offered via Zoom.

- All teaching is supplemented by materials that will be posted on our Brightspace site. To access the Brightspace site, make sure you have been added as a course participant. For Brightspace support, click here: [Brightspace Student Help](#)
- Accessibility of course materials is important to me. Please do let me know if you need course materials in a different format, or if I can improve the course's design to make it more accessible. I am happy to receive feedback and to work with you on this.

### **What is the attendance policy in this course?**

- If I feel that you are not keeping up with the required work each day, I will do my best to work with you on any issues or problems you are facing. Please talk to me, even though this can feel like a difficult thing to do.
- If you are simply not able to complete the work in a way that meets the course goals, this statement in the Western calendar may apply to your situation: "Any student who, in the opinion of the instructor, is absent too frequently from class... in any course, will be reported to the Dean of the Faculty offering the course (after due warning is given). On the recommendation of the department concerned, and with the permission of the Dean of the Faculty, the student will be debarred from taking the regular examination in the course."

### **What is the accessibility policy in this course?**

- This course attempts to apply universal design principles and multimodal delivery, but I recognize that Zoom will not always allow for that but is always work-in-progress.
- Because your participation and success in this class matter to me, I want to ensure that the course is responsive to your needs. If there is anything I can do to make the Zoom classroom or course material more accessible or friendly for you, please let me know. I will work with you to minimize any barriers to inclusion that you have encountered, including barriers related to disability, race, gender identity, sexual orientation, or language.
- Accommodations for exams or course delivery are your right; if you need any, do visit the [King's Accessibility and Counselling Office](#).
- For information on accessible routes, temporary service disruptions, feedback about the accessibility of services, and policies related to service animals, support persons, and assistive devices, please visit King's' [Accessibility](#) website.

### **What expectations for ethical behaviour, politeness, and honesty govern our in-class and online interactions?**

- I bring an anti-oppressive lens to all my teaching. As such, my lectures and resources will reflect an interest in equity and inclusion. You are not required to adopt a similar stance, since academic

disagreement is often a source of original, complex, and critical thinking. In other words, I have no problem with a position different from mine, so feel free to express what you really think.

- Whether we agree or disagree with each other, we are all expected to be professional, respectful, and kind when we are interacting in class or online. Going beyond mere professionalism, I hope you will work with me to build an equitable and inclusive classroom community that honours each person's identity (including their pronouns) and self-expression.
- This course's content, created by faculty members at King's, should not be distributed, shared in any public domain, or sold without the prior written consent of the faculty members. Please do not record lectures without my explicit consent.
- Please pay attention to the course's policies on plagiarism and generative AI use, outlined below.

### **How can you succeed in this course? (A pathway for learning)**

- **Keep in touch with me!** If you need information or help, email me at [pmorley3@uwo.ca](mailto:pmorley3@uwo.ca). If you have questions about this syllabus or about any course component, please email me, or chat with me after class on Zoom.
- **Attend classes.** We will complete ONE unit per day. Pay close attention to the **Course Schedule**, which will tell you exactly how to complete each day's work: what to read, and what to research.
- Do your **reading**. Before you attend class, read the assigned textbook pages and recommended OWL Purdue pages actively. Reading for each day should take you one or two hours.
- Don't fall behind on assignments. To succeed in this course, you will need to spend about 24 hours each week as follows:
  - 10 hours on reading the textbook, including making notes
  - 8 hours in class
  - 2 hours on research and out-of-class writing.

Some days will be busier than others. Be sure to budget your time efficiently. If you need to know more about important university dates (Add/Drop deadlines, the exam period and Study Days, etc.) go to [Academic Dates and Events](#).

## Statement on AI

In this course, Artificial Intelligence (AI) tools (ex. Microsoft Office Editor) are permitted exclusively for helping you edit your grammar and generate citations. Otherwise, use of AI tools such as Chat GPT is not permitted for any assessments, including assignments, essays, quizzes, tests, forum posts, and examinations. Here is the reason that AI tools are not permitted: this course aims to help you develop reading, writing, and thinking skills that you will need for your other university courses (please see the Writing 1020 Learning Outcomes in this document). Using AI tools to do the work for you will not help you develop your own thinking, reading, and writing skills. Moreover, AI tools also create text that can contain bias, prejudice, and other errors. If I have concerns about one of your assignments, I will contact you about this.

## What assignments will you be doing?

- Term writing tasks and assignments are worth 70% of your total course mark, and the final examination is worth 30%. See the ASSIGNMENTS tool for prompts and guidance.
- All assignments **must be done by you**, following the instructions outlined on the course OWL site. You need not submit assignments to Turnitin routinely, but if I have concerns, I will ask for the assignment to be submitted for checking. Students often resort to [plagiarism](#) when they are under pressure, so time management is key. Shortcuts such as copy-pasting of large amounts of text, [contract cheating](#), and [self-plagiarism](#)) are not only subject to [Western’s scholastic discipline policy](#), but they also defeat the purpose for which you take a course: learning and developing skills. Patchwriting (copying and slightly modifying “patches” of borrowed text) is less egregious but is also unacceptable.
- However, human assistance through writing buddies and mentoring are acceptable and encouraged. In fact, before you submit either the first or second draft of your Research Essay, you **can** receive feedback from **The Write Place**, which is the writing help centre at King’s. [Make your appointment](#) early.
- **Please keep copies of all your assignments**; if a submitted assignment is lost, you will be asked to submit the duplicate for grading immediately.
- The final examination will test your ability to read academic sources critically, to construct a strong argument, to summarize, paraphrase and quote effectively, and to cite correctly.

## Assessment weights and due dates (due dates may change with input from students)

Assessment	Weight	Submission date	SUBMISSION
Rough word count in brackets			

Paraphrase Activity	5%	May 12th @ 1159 PM	End of class via Brightspace (BS)
Exercise 1: Short reflective essay (300 Words)	5%	May 14th @ 1159 PM	Via BS
Exercise 2: Critical summary (600 Words)	10%	May 18th @ 1159 PM	Via BS
Exercise 3: Essay proposal (400 words)	10%	May 22nd @ 1159 PM	Via BS
Term Essay DRAFT 1 (750 Words)	15%	May 25th @ 1159 PM	Via BS
Peer review letter (500 Words)	10%	May 28th @ 1159 PM	Via BS
Term Essay DRAFT 2 (750 Words)	15%	June 1st @ 1159 PM	Via BS
Final examination	30%	To be decided	Via BS
	100%		

#### FRIDAY MAKE-UP EXAMS

Please note that Friday, Make-Up Exams may only be written with the instructor's consent.

### What happens if you submit an assignment after the due date?

Since writing is a process, and since each Writing assignment builds on the previous one, **I strongly encourage you to stay within the deadlines.** However:

- There is some built-in flexibility.
- if you have compassionate, religious/cultural (e.g., attendance at Ceremony), or medical grounds for late submission, please follow the procedure set out in the Appendix to this course outline titled "Course Outline Policies Statement." **Contact me within 24 hours of the missed deadline, to set up a new submission date or make-up test date.**
- Late submissions after the last day of classes can be arranged with me via an academic counsellor.

### Your Writing 1020 Weekly Schedule: Reading, Lectures, and Writing

Each unit asks you to complete specific **readings**, involves in-class **lectures**, and requires you to complete one or more **writing** tasks. This schedule has built-in flexibility.

**Reading and Class Schedule: please PRE-READ the specified pages and prepare as directed!**

Abbreviations: AW = *Academic Writing*

Day 1: <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Paraphrase Assignment</li> </ul>	Course outline and class protocols; critical reading and thinking; the writing process; paraphrase
Day 2: <ul style="list-style-type: none"> <li>• Academic Writing as Genre</li> </ul>	Read AW pp. 1-9. <i>For more on paraphrase, read this <a href="#">OWL Purdue page</a>.</i>
Day 3: <ul style="list-style-type: none"> <li>• Personal or reflective writing: voice and style</li> <li>• The research problem</li> </ul>	AW, pp. 104-107, and skim-read the examples of personal introductions on pp. 135-142. <b>Also read</b> pp. 13-14 (“Searching for Direction”) and pp. 19-29. <i>For more on creating a research problem, read this <a href="#">OWL Purdue page</a>.</i>
Day 4: <ul style="list-style-type: none"> <li>• Reading and research</li> <li>• Summary</li> </ul>	Read pp. 31-36 and 41-67. Skim-read the two examples of research notebooks or reading logs. <i>For more on research, read this <a href="#">OWL Purdue page</a>. For more on summarizing, read this <a href="#">OWL Purdue page</a>.</i>
Day 5: <ul style="list-style-type: none"> <li>• Writing proposals</li> </ul>	Read: pp. 70 to 74, and <b>carefully</b> read any two examples of proposals that follow. If you are interested in English, Philosophy, Religion, French, choose two proposals in MLA style. If you are interested in Sociology, Politics, Economics, Social Work, SJPS, DS, etc., read the APA style examples. You will do in-class exercises on them. <i>For more on proposals, read this <a href="#">OWL Purdue page</a>.</i>
Day 6: <ul style="list-style-type: none"> <li>• Methods of developm’t</li> <li>• Integrating research material</li> </ul>	Read pp. 180-186 (Methods of Development); skim-read the examples, but pay attention to the methods. Read p. 199; pp. 214-226 (“Sentence level...”) to 226, skim-reading examples. <i>Read this <a href="#">OWL Purdue page</a>.</i>
Day 7: <ul style="list-style-type: none"> <li>• Citation styles</li> <li>• Research librarian’s presentation and library visit</li> </ul>	Read Documentation pp. 209 - 214.
Day 8: <ul style="list-style-type: none"> <li>• Introductions</li> </ul>	Read pp. 111 to 163.
Day 9: <ul style="list-style-type: none"> <li>• The body paragraphs</li> </ul>	Read p. 187; skim-read some body paragraph examples from pp. 190 to 198. Label the ‘parts’ of ONE example, using terms like transition, guiding

<ul style="list-style-type: none"> <li>• Conclusions</li> </ul>	or topic sentence, supporting (low-level) details, concluding sentence, to read in class. Read Conclusions pp. 242 -263, skim-reading the examples and reading ONE in detail, and labeling it using terms like Recap of claim, solution, call to action, statement of relevance, further research, as relevant.
Day 10: <ul style="list-style-type: none"> <li>• Revision and editing</li> <li>• Peer review protocols</li> </ul>	Read <a href="#">these pages</a> on OWL Purdue. OWL Purdue common errors. In-class reverse outlining exercise: (you must have your <b>essay draft</b> with you to do this exercise.
Day 11: <ul style="list-style-type: none"> <li>• Peer Review Day</li> </ul>	Mandatory attendance!
Day 12: <ul style="list-style-type: none"> <li>• Course/Exam Review</li> </ul>	
	<b>Exam</b>

### Where can you access academic advice, personal support, or help with a complaint?

- To get friendly tutoring and feedback on your writing contact [The Write Place](#)
- To get academic counselling (adding and dropping courses, choosing programs, and so on) contact [Academic Advising Services](#).
- The [Accessibility, Counselling & Student Development \(ACSD\) Department](#) offers a number of services including accessibility supports, personal counselling, and appointments with the King's Campus and Community Social Worker. Questions? Contact [acsd@kings.uwo.ca](mailto:acsd@kings.uwo.ca) or call 519- 433-3491 ext. 7800.
- Student support networks and resources at King's and Western:
  - Director of Equity, Diversity, Inclusion, and Decolonization, [Jennifer.Slay@kings.uwo.ca](mailto:Jennifer.Slay@kings.uwo.ca)
  - [Supports for Black and Racialized Student Supports at Western](#)
  - [Supports for Indigenous students](#)
  - [Supports for 2SLGBTQIA+ students](#)
  - [Mental health supports and groups at King's](#)
  - [Prevention/reporting of gender-based violence](#)

# King's University College General Course Policies 2025-2026

## **1. Academic Accommodations, Consideration for Absences**

### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [here](#).

Students are permitted one academic consideration request without supporting documentation per term per course. Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course. For further information, please see:

<https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details [https://academicsupport.uwo.ca/accessible\\_education/exams/index.html](https://academicsupport.uwo.ca/accessible_education/exams/index.html).

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King’s University College:

<https://mykings.ca/intranet/app/#/student-supports-and-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://mykings.ca/intranet/app/#/student-supports-and-services/personal-counselling>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help: <https://www.uwo.ca/health/psych/index.html>

Academic Support Services at King’s University College:

<https://mykings.ca/intranet/app/#/academics/academic-advising>

## **GBSV Support:**

King’s is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/gender-and-sexual-violence>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western’s Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### **3. Statement on Use of Electronic Devices**

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/student-code-of-conduct>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [here](#).

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see <https://elearningtoolkit.uwo.ca/tools/OriginalityReports-TurnItIn.html>.

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.

## 5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member.

Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

## 6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

## 7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

### **GENDER-BASED SEXUAL VIOLENCE**

King's at Western is committed to reducing incidents of gender-based 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:

[Mental Health and Wellness at King's – King's University College](#)

You can reach some supports at King's by emailing [CARE@kings.uwo.ca](mailto:CARE@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

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You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.