



Writing 1002G (570)
Winter 2026
Introduction to Writing in English

Course Information:

Calendar Description: This course is an introduction to academic writing for first-year English as a Second Language students in all disciplines. Topics range from grammar, sentence structure, and paragraphing to the principles of scholarly argument and research.

Prerequisite(s):

Anti-requisite(s): Writing 1020F/G, Writing 1021F/G, Writing 1022F/G, Writing 1032F/G, Writing 2101F/G.

Extra Information: 3 lecture hours.

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 1002G: Introduction to Writing in English (Section 570)
Winter 2026

Contents

Land Acknowledgement	3
Basic Course Information	3
Calendar Course Description	3
Writing 1002 Learning Outcomes: What Will You Get From This Course?	4
What Textbooks Do You Need? Where Will You Find Them?	5
What Technology Do You Need?	5
Accessibility at King’s, and in This Course	6
How Can You Succeed in this Course?	6
What Happens if You Don’t Log in Regularly?	9
What Expectations for Ethical Behaviour, Politeness, and Honesty Govern our Classroom and any Online Interactions?	9
Assignments, Academic Integrity, and AI Policy	10
Summary of Assessment Weights	11
What Happens if You Submit an Assignment After the Due Date?	12
Your Writing 1002 Schedule: Reading, Lessons, and Writing	13
Some King’s and Western Support Resources for Students	20
Academic and Learning Supports	20
Accessibility and Personal Counselling, Support with Food and Housing	20
Black and Racialized Student Supports	21
Indigenous Student Supports	21
2SLGBTQIA+ Supports	22
International Student Supports	22
Mature and First-Generation Student Supports	22

Land Acknowledgement

The land that we live and work on are among the homelands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations. Once guided by the ideas of sharing and stewardship embodied in the Dish with One Spoon Wampum (which recorded an agreement between the Anishinaabek and the Haudenosaunee Peoples), most of these lands were appropriated by settlers through the London Township and Sombra Treaties of 1796. I understand education as deeply implicated in our Treaty responsibilities. Responding to the Truth and Reconciliation Commission's Calls to Action, and guided by the Teachings of Indigenous Elders and scholars who have shaped my practice, I strive to honour relationships in my practice—relationships between human beings involved in the work of teaching and learning, and relationship to the earth that sustains us all.

Basic Course Information

Instructor name: Dr. Ryan Shuvera (he/him)

E-mail: rshuvera@uwo.ca (My response time: usually within 24 hours, except on weekends.)

Course duration: January 8 to April 9, 2026 (plus exam)

Hours of coursework outside of class per week: 2-3

Office hours: Virtual, on Zoom (you will find the Zoom link on our OWL Brightspace course site), Wednesdays, 11am to 12pm and by appointment

OWL Brightspace Course Site URL: <https://westernu.brightspace.com/d2l/home/155344>

Mode of Instruction: In-person Thursdays from 6:30pm-9:30pm

Classroom: Labatt Hall (LH) 220

Calendar Course Description

This course is an introduction to academic writing for first-year ESL students (students who use English as a Second Language) in all disciplines. Topics range from grammar, sentence structure, and paragraphing to the principles of scholarly argument and research. **Prerequisite:** Restricted to English as a Second Language Students. **Antirequisite(s):** Please **DO NOT take**

this course if you have already taken the former [Writing 0002F/G](#), [Writing 1020F/G](#), [Writing 1021F/G](#), [Writing 1022F/G](#), or [Writing 2101F/G](#).

The textbook, lessons, assignments, quizzes, test, and resources for this course will all be posted on the course OWL Brightspace/D2L site. To find the course, go to <https://westernu.brightspace.com/d2l/home> and log in with your Western University ID and password.

Writing 1002 Learning Outcomes: What Will You Get From This Course?

Writing 1002 can improve your performance in all your university courses. The course will help you to do the following:

1. consider your own personal and cultural identities as a writer, and honour diverse cultural modes of communication;
2. be empowered through critical language awareness and engagement with decolonial approaches to academic literacies in English;
3. understand the kinds of reading, thinking, and writing skills you need to succeed in the Canadian university context;
4. interpret an essay prompt or question, and identify or define a research problem;
5. write a valid hypothesis, thesis, or argument related to a research question;
6. find reliable academic sources, and read them selectively and critically;
7. organize ideas in well-structured paragraphs, and connect the paragraphs to produce a coherent essay;
8. integrate material from research sources into your writing through paraphrase, summary, and quotation;
9. cite your sources in APA style; and
10. have an overall sense of how genre governs writing, and produce writing in 4 genres;
11. feel that you belong to a supportive community of learners and know how to access campus resources and supports.¹

¹ Toorenburgh, L., & Gaudet, L. (2023, May 28). *Belonging as a learning outcome: A case for Indigenous-only Writing classrooms* [Conference presentation PowerPoint slides]. 2023 conference of the Canadian Association for the Study of Discourse and Writing/Association Canadienne de Rédactologie, York University, Toronto, ON, Canada.

What Textbooks Do You Need? Where Will You Find Them?

Your textbook (with **required readings**) is free and is linked to your course OWL Brightspace site. **Please go to the Textbooks** tab in the left-hand course menu:

- Natarajan, S., & Pez, E. (Eds.). (2025). *Thinking about writing: Readings for multilingual writers*. Writing@King's. <https://doi.org/10.5206/PWFY9767>. You will be asked to read specific chapters each week. You will also be asked to read additional chapters and that you can use as research for your assignments, and that will help you prepare for your final exam.
- In addition, each week, you will be asked to review web pages or videos on **Indigenous Knowledges, citation, grammar, and other aspects of academic writing**. (Go to "Content" tool at the top of our Brightspace page and then to "Week 1/Unit 1," "Week 2/Unit 2," etc. Also refer to our Writing 1002 Schedule below.)

What Technology Do You Need?

- Writing 1002F (571) is offered in-person and uses the King's/Western's learning platform, OWL Brightspace, to communicate and host readings, accept assignment submissions, etc. This system is supported and maintained by Western Technology Services (WTS). To access the course, it is recommended to use a Google Chrome browser (the latest version).
- For support with OWL Brightspace, please check out the [OWL Brightspace Learner Support Site](https://brightspacehelp.uwo.ca/student/): <https://brightspacehelp.uwo.ca/student/>
- If you are having difficulties, you can access technical help by creating an [OWL Brightspace service ticket](https://brightspacehelp.uwo.ca/contact-us.html): <https://brightspacehelp.uwo.ca/contact-us.html>
- If you have accessibility needs, you can find information on the [OWL Brightspace Learner Support Site's Accessibility](https://brightspacehelp.uwo.ca/student/account-accessibility.html) page: <https://brightspacehelp.uwo.ca/student/account-accessibility.html>. Please also contact me. Accessibility of course materials is important to me. Please 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.
- To take this course, you will also need:
 - Internet access to access readings, quizzes, and assignments

- Access to a laptop

Accessibility at King's, and in This Course

- This course attempts to apply universal design principles and multimodal delivery, but I recognize that enhancing access is always a 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 course more accessible and friendly for you, please let me know. I welcome your ideas and would love to hear from you. 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, language, culture, religion, academic background, age, or socioeconomic status.
- Accommodations for exams, other assessments, or course delivery **are your right**; if you need any, please visit the [King's Accessibility and Counselling Office](https://www.kings.uwo.ca/current-students/student-affairs/accessibility-services/): <https://www.kings.uwo.ca/current-students/student-affairs/accessibility-services/> If you need accommodations, but you do not have formal accommodations from King's Accessibility and Counselling Office, please contact me.
- **All quizzes are expected to take approximately 40 minutes to complete. All students will have 60 minutes to complete them. Consequently, most students who typically require extra time accommodation will not need any special arrangement for these assessments. The test is expected to take approximately 1 hour to complete. All students will have 1.5 hours to complete it. Consequently, most students who typically require extra time accommodation may not need any special arrangement for these assessments, though students with formal accommodations are welcome to seek these.**
- 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: https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/hr/accessibility/](https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/hr/accessibility/)

How Can You Succeed in this Course?

Each of the capitalized, highlighted words in the notes below refers to an item in the toolbar at the top of our course OWL Brightspace page, or in the Course Content Menu on the left-hand side of the course site:

1. The **COURSE HOME** tool gives you a quick picture of the course. This tool displays widgets with course content, class announcements, upcoming due dates and calendar events, and a brief introduction to your instructor. Read this page carefully, open all the tools on your first day, and explore each OWL Brightspace feature to make the best use of it. Get to know your instructor--**keep in touch with me and with each other!** If you need information or help, or if you would like to share your thoughts, email me at rshuvera@uwo.ca. You will also find a Zoom link in the Course Home tool to attend office hours and your required one-on-one meeting with me.
2. Use the **CONTENT** tool to access the readings and lessons for this course. This tool is structured with the following content (see the left-hand menu):
 - a. Go to "Overview" for a brief introduction to the course, its learning outcomes, and structure.
 - b. In "Syllabus," you will find out what is expected of you as you read your assigned texts; interact with other students and with me; complete coursework as well as timed quizzes, a test, and assignments; and participate in community learning, group/pair tasks, and discussions. In the syllabus, pay close attention to **Your Writing 1002 Schedule**, which will tell you exactly how to complete each week's work: what to read, what to research, and what quizzes/tests or assignments are due. You and I are expected to be disciplined, professional, engaged, responsible for our own learning progress, and contribute to the growth of our learning community.
 - c. In "Textbook," you will find the required course readings and additional course readings. **Before** class, you must complete the assigned weekly reading from the textbook (please refer to **Your Writing 1002 Schedule** in this syllabus/course outline). When you read, you must find out word meanings, mark key ideas, and keep notes on your responses and any questions you may have. **Your reading, including vocabulary and understanding of the articles in the textbook, will be tested in the quizzes.**
 - d. Lessons and readings assigned for each week will be available in "Week 1/Unit 1," "Week 2/ Unit 2," etc. The course has **12** lesson units, plus a required one-on-one Zoom meeting with me, and a meeting with a Write Place tutor. Don't postpone your readings, since they will be material covered in the quizzes and test. **I will make the readings available at 8am on Tuesday mornings (after our Monday evening class).**

- e. For some video resources about The Write Place (the writing support centre at King's) and the King's Writing program, go to the tab for "The Write Place."
3. The **CALENDAR** tool will help you manage your time responsibly by showing you important due dates in the course. To succeed in this course, **each week** (for 12 weeks) you will need to spend about 6 hours as follows:
 - a. one to two hours on reading, including looking up words and making notes;
 - b. one to two hours on the Lessons;
 - c. two to three hours on quizzes, research, and writing.

Some weeks will be busier than others. Be sure to budget your time efficiently. For important university dates (Add/Drop deadlines, the exam period and Study Days, etc.), go to [this page on Academic Dates and Events for Western University:](https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/)
<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>

4. In the **COMMUNICATIONS** tool, you will find important course announcements, discussion forums, and a place to sign up for a required Zoom meeting with your instructor.
 - a. "Announcements" will be used to remind you, through the course home page and your Western email, of upcoming deadlines and other important information. **You must read all announcements because they will help you keep track of what you need to do.** Please check your Western email frequently (or forward emails from there to an email address you do check every day). Please don't reply to Brightspace announcements/notifications because I won't receive your response. Email me directly at rshuvera@uwo.ca
 - b. In "Discussions," there is an important opportunity for you to get to know your classmates and learn from each other through a forum discussion. This is an ungraded activity.
5. In the **ASSESSMENTS** tool, go to "Assignments" to find instructions for and to submit your course assignments, and go to "Quizzes" to find your quizzes and test, which will be available on the dates listed on **Your Writing 1002 Schedule** on this course outline/syllabus. Pay attention to the **Summary of Assessment Weights and Due Dates** below, which include assignments, quizzes, a test, and the final exam. Start working on your assignments early to complete them by the submission due dates. Before you submit your research essay, make sure you book an appointment with a tutor at The Write Place, the writing support centre at King's.

6. In the **GRADES** tool, you will find your grades for each assignment, quiz, or test when they are available.
7. In the **HELP** tool, you can access technical support for OWL Brightspace.

What Happens if You Don't Attend Regularly?

- Reading your texts according to the schedule, attending elctures, and completing your work by the due dates are very important. If I feel that you are not keeping up with the required work each week, I will contact you about this and 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 not able to complete the work in a way that meets the course goals, it will not be possible to pass the course.

What Expectations for Ethical Behaviour, Politeness, and Honesty Govern our Online Interactions?

- You and I (your instructor) are expected to be professional, respectful, and kind to each other when we are interacting. We must be respectful of this course's goals, of each other's privacy, and of our diverse views and standpoints. Going beyond mere professionalism, **I hope you will work with me to build an anti-oppressive, equitable, and inclusive class community that honours each person's identity (including their pronouns), self-expression, language/s, and experience.**
- Please refer to the King's [Code of Student Responsibilities and Conduct](https://www.kings.uwo.ca/kings/assets/File/currentStudents/studentLife/conduct/student-code-of-conduct.pdf):
<https://www.kings.uwo.ca/kings/assets/File/currentStudents/studentLife/conduct/student-code-of-conduct.pdf>
- This course's content, created by your faculty members and fellow students in the class (for example, in posts to the discussion forums), should not be distributed, shared in any public domain, or sold without prior written consent of the faculty members or students.

Assignments, Academic Integrity, and AI Policy

- Term assignments are worth 70% of your total course mark, and the final examination is worth 30%.
- All assignments, quizzes, tests, and examinations **must be done by you**, following the instructions outlined on the course site. Students often resort to [plagiarism](https://www.lib.uwo.ca/tutorials/plagiarism/index.html) (<https://www.lib.uwo.ca/tutorials/plagiarism/index.html>) when they are under pressure, so time management and keeping in touch with your instructor about your concerns are key. Shortcuts such as copy-pasting of large amounts of text, [contract cheating](https://www.uwo.ca/ombuds/pdf/aicotips.pdf) (<https://www.uwo.ca/ombuds/pdf/aicotips.pdf>), and [self-plagiarism](https://www.kings.uwo.ca/kings/assets/File/academics/ml/writePlace/academic/PlagiarismVoicethread-transcript-Aug-2020.pdf) (<https://www.kings.uwo.ca/kings/assets/File/academics/ml/writePlace/academic/PlagiarismVoicethread-transcript-Aug-2020.pdf>) are subject to [Western's scholastic discipline policy](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf) (https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). The assignments, quizzes, test, and examination must not be the same work, or adapted work, that you submitted for any other course that you have taken before. Submitting the same essay or copying and pasting passages from an essay that you submitted for another course (whether in university, college, or high school) is considered **plagiarism** (specifically, it's **self-plagiarism**). These shortcuts 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 serious but is also unacceptable. If you are worried or unsure how to avoid plagiarism, please reach out to me; I am always happy to help you.
- In this course, **generative Artificial Intelligence (AI) tools** (for example, Microsoft Office Editor) are permitted **ONLY** for helping you **edit your grammar, translate text, and generate citations**. Otherwise, use of generative AI tools such as ChatGPT is not permitted for any assessments, including assignments, essays, quizzes, tests, discussion posts, and examinations. Generative AI tools are not permitted because this course aims to help you develop essential reading, writing, and thinking skills that you will need for your other university courses, and for your future studies and career. Using generative AI tools to do the work for you will prevent you from developing these skills. Moreover, generative AI tools create text that can contain bias, prejudice, and other errors. They are shockingly destructive to the environment. If I have concerns about any of your assignments, I will contact you about this.

- You will do one or more of the following every week: a) Quizzes, b) Discussion posts, c) Assignments, and d) a Test. At the end of the course, you will write e) the Final Exam. Expect to spend at least **two hours per week** completing readings, preparing for quizzes, and completing assignments.
- You must submit your assessments on OWL Brightspace—refer to the ASSESSMENTS tool for details.
- **Please keep a copy of all your assignments;** if a submitted assignment is lost, you will be asked to submit the duplicate immediately for grading.
- You are required to seek feedback from The Write Place, which is the writing help centre at King’s, on all assignments in this course. Before you submit either the first draft or the second draft of your Research essay, you must receive feedback from **The Write Place**. [Make your appointment](https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/appointments/) early: <https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/appointments/>
- To access my feedback for an assignment when it has been posted, please go to the “Assessments” tool and then to “Assignments.” Find the name of your assignment on the “Assignments” page and then go to “Unread” in the “Evaluation Status” column.
- The **final examination (which will be in-person and hand written)** will test your ability to read an essay critically; to construct a strong argument; to summarize, paraphrase, and quote effectively; and to cite correctly. A model final examination and advice on how to prepare will be provided in Week 12. **Outside assistance on this exam, such as from The Write Place or from generative AI tools like ChatGPT, is strictly prohibited and will result in a grade of zero on the exam.**

Summary of Assessment Weights

All instructions for these writing tasks will be in the ASSESSMENTS tab on the course’s OWL Brightspace. Due dates are in Eastern Daylight Time [EDT] until Nov. 1, and in Eastern Standard Time [EST] beginning on Nov. 2.

Assignment/test title	Assessments Tab	Weight	Submission date/time
Discussion post (ungraded)	Communications	0%	Jan. 14, 11.55PM
Quizzes 1-4	Quizzes	10%	Jan. 15, 22, 29, Feb. 5
Reflection paper: 500 words + notes	Assignments	5%	Jan. 28, 11:55 PM
Case analysis: 750 words	Assignments	10%	Feb. 5, 11.55 PM
Test on research integration	Quizzes	10%	Feb. 26, 11.55 PM

Research essay draft 1: 750 words	Assignments	10%	March 12, 11.55 PM
Peer review	Assignments	10%	March 29, 11.55 PM
Research essay draft 2: 750 words	Assignments	10%	April 5, 11.55 PM
Participation including, meeting with me Week 11, Write Place visit	In-person	5%	Ongoing
Final exam	Assignments	30%	TBA
		100%	

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.**

All students can have 48 hours of extra time past the posted deadline for each assignment **(except for the final exam)** without notifying me. If you need more than the extra 48 hours, and have compassionate, ceremonial, religious, or medical grounds for late submission, **please contact me as soon as possible to set up a new submission date. In case of academic consideration, course requirements will be met through either a make-up opportunity for assignments and the test or through reweighting of grades for quizzes.** If you are permitted a late assignment submission, please e-mail the assignment to me at rshuvera@uwo.ca.

Any late submissions after the last day of classes can only be arranged through an academic advisor from the Academic Advising Office of your faculty/college of registration. Academic consideration for the final exam can only be granted by an academic advisor from the Academic Advising Office of your faculty/college of registration. Please follow the procedure set out on the Academic Policies pages at the end of this course outline.

NOTE: Quizzes MUST be submitted within the stipulated window (there is no extra time). If you miss a quiz for documented reasons, I will grade your ungraded Discussion Forum post.

Your Writing 1002 Schedule: Reading, Lessons, and Writing

This course has **twelve lesson units**. The quizzes will test if you have read the essays from your textbook. In addition, you **must** attend a required one-on-one virtual meeting with me. You are welcome to request additional meetings by e-mail or to meet me during my virtual office hours.

Please note:

The **required** readings are from your textbook (S. Natarajan & E. Pez (Eds.), *Thinking about writing: Readings for multilingual writers*). They **MUST BE READ BEFORE** each class! Your reading of them will be tested through the quizzes. The **additional** readings **MUST BE READ** when you are writing your assignments, and/or before the test and exam. I also recommend that you read before you listen to or watch the lessons.

Week and Theme	Reading (go to your textbook or to CONTENT)	Lessons/Lectures (go to CONTENT)	Writing (go to COMMUNICATIONS or ASSESSMENTS)
Week 1 Jan. 8 1. The Syllabus 2. Acknowledg-ing the Land and its Original Peoples 3. Introducing Ourselves	Required: 1. The course outline/syllabus 2. Allen, K., "It's in the syllabus!": Occlusion and Exclusion in Classroom Genres 3. Nistangekwe (Liz Akiwenzie), Planting the seeds of truth 4. Chen. C. (陈晨). Which Canada am I in?	1. Introduction & Traditional Opening with Elder Myrna Kicknosway. (2022). Orientation to Indigenous Knowledges. [Digital curriculum module]. In <i>Maatookiying gaa-miinigoowiziying (Sharing our</i>	Introducing ourselves and writing a land acknowledgement Due date: Jan. 14, 11:55 PM; find instructions and post in "Discussions" in the COMMUNICATIONS tool.

		<p><i>gifts</i>). Western University</p> <p>2. Introduction to the course and its themes</p>	
<p>2</p> <p>Jan. 15</p> <p>Language, Identity, and the Reflection Essay</p>	<p>Required:</p> <ol style="list-style-type: none"> 1. Wu, N. (Zhixin). A migratory bird on her way 2. Eshete, T. G. (2025). Seek home/homesick <p>(Read these for QUIZ 1!)</p> <p>Additional:</p> <ol style="list-style-type: none"> 3. Ndu, M. N., Interrogating accentism in academia: An international graduate student's reflection on her rights to her language 4. Morcom, L. (2019, February). A history of Indigenous languages - and how to revitalize them [Video]. TEDxQueensU 	<ol style="list-style-type: none"> 1. Reflecting on language and identity 2. How to write a reflection essay 3. Telling an interesting story 4. Basic paragraphing 5. Creating two-part titles 	<p>Quiz 1: 2.5%</p> <p>Will test if you have done your two required readings for this week (Wu and Eshete). Go to QUIZZES tool.</p> <p>Reflection Essay: 5% 500 words. Go to ASSIGNMENTS tool. Due Jan. 28, 11.55 PM</p>
<p>3</p> <p>Jan. 22</p> <p>The Case Study as Critical Thinking</p>	<p>Required:</p> <ol style="list-style-type: none"> 1. Naghshi, R., Drew, J., & Pez, E. Case analysis: Critiquing AI-generated essays in an academic writing course (Read this for QUIZ 2!) 	<ol style="list-style-type: none"> 1. The case study as critical thinking in action 2. Applying a theory or concept 	<p>Quiz 2: 2.5%</p> <p>Will test if you have done your required reading for this week (Naghshi, Drew, & Pez). Go to QUIZZES tool.</p>

	<p>Additional: (required for the case analysis assignment)</p> <p>2. Wright-Taylor, C. Students' right to their own writing voice: How three "literacy brokers" can support "agentive participation."</p>		<p>Case Analysis Assignment: 10% 750 words Due Feb. 5, 11.55 PM</p>
<p>4 Jan. 29</p> <p>Writing Paragraphs and Acknowledging Sources</p> <p>(Sept. 30: National Day for Truth and Reconciliation)</p>	<p>Required:</p> <ol style="list-style-type: none"> Rose, J., Wang, Z., & Blaauw-Hara, M., Students' languages matter: Translingualism and Critical Language Awareness (Read this for Quiz 3!) OWL Purdue page on quoting and paraphrase OWL Purdue page on paraphrase <p>Additional :</p> <ol style="list-style-type: none"> Natarajan, S., LEP, ESL, ELL, EL, or Multilingual? Resisting the deficit model. 	<ol style="list-style-type: none"> Research essay writing process: Understanding the question and choosing a topic Writing good paragraphs Paraphrase and quotation APA in-text citation basics Understanding and avoiding plagiarism (the Write Place Video) 	<p>Reflection Essay Due Jan. 28</p> <p>Quiz 3: 2.5% Will test if you have done your required reading for this week (Rose, Wang, & Blaaw-Hara). Go to QUIZZES tool.</p>
<p>5 Feb. 5</p> <p>More on Acknowledging Sources</p>	<p>Required:</p> <ol style="list-style-type: none"> Badenhorst, C., Quintyne, K., Arif, A., Dintoe, S. S., Tsuasam, P., & Owusu, C., Understanding 	<ol style="list-style-type: none"> Summary APA end-of-text citation basics Using the OWL Purdue APA Reference list pages to create 	<p>Case Analysis Assignment due Feb. 5</p> <p>Quiz 4: 2.5% Will test if you have done your required</p>

<p>Rethinking Sources of Knowledge from an Indigenous Perspective</p>	<p>unintentional plagiarism from a de/colonizing perspective.</p> <p>2. Hopkins, C. & Brunette-Debassige, C. (2022). Sources of Indigenous Knowledge: Visit with Dr. Carol Hopkins (Nozhem). Orientation to Indigenous Knowledges. [Digital curriculum module]. In <i>Maatookiiying gaa-miinigoowiziying (Sharing our gifts)</i>. Western University. (Read/watch these two for Quiz 4!)</p> <p>3. University of Waterloo page on summary</p>	<p>Reference entries</p>	<p>reading/watching for this week (Badenhorst et al., and Visit with Dr. Carol Hopkins). Go to QUIZZES tool.</p>
<p>6 Feb. 12</p> <p>Conducting Research</p>	<p>Required:</p> <p>1. OWL Purdue page on research When you visit this page, check out "Conducting Research" and then the subsections (for example, "Research Overview," "Evaluating Sources of Information," "Searching Online," and "Internet References"). Take notes on</p>	<p>1. Writing process: Research</p> <p>2. Information literacy unit: Evaluating and using sources</p> <p>3. AI literacy</p>	<p>Test on Feb. 26 (next Class): 10%</p> <p>On research and on paraphrase, summary, quotation, citation</p> <p>The test should take about 60 minutes, but you are allowed 2 hours.</p> <p>Go to QUIZZES:</p> <p>To prepare, re-read this chapter: Ndu, M. N. Interrogating accentism in academia</p>

	<p>information that is new to you.</p> <p>2. Castellano, M. & Brunette-Debassige, C. (2022). Indigenous Knowledges in the Academy: Visit with Dr. Marlene Castellano. Orientation to Indigenous Knowledge. [Digital curriculum module]. In <i>Maatookiiying gaa-miinigoowiziying (Sharing our gifts)</i>. Western University.</p> <p>3. Legatt, A. (2025, June 11). Students are already using AI. Are colleges teaching AI literacy? <i>Forbes</i>.</p> <p>4. Read this for your TEST on Oct 27: Ndu, M. N. Interrogating accentism in academia</p>		
Feb. 16	READING WEEK	NO CLASS	
7 Feb. 26 Writing Your Research Essay	<p>Required:</p> <p>1. OWL Purdue page on thesis statements</p> <p>2. OWL Purdue on essay outlining</p> <p>3. OWL Purdue on introductions</p>	<p>1. Writing process: From working thesis to thesis</p> <p>2. Essay structure and outlining</p> <p>3. Introductions, body paragraphs, conclusions</p>	<p>Test: 10%. Important task: find 2 peer-reviewed articles through a library search relevant to your chosen topic for your Research essay (go to ASSESSMENTS tool for topics), and</p>

	<ol style="list-style-type: none"> 4. OWL Purdue on body paragraphs 5. OWL Purdue on conclusions 		<p>have the citations ready before opening the TEST</p> <p>Research Essay Draft 1: 10% 750 words Due March 12, 11.55 PM</p>
8 March 5	<ol style="list-style-type: none"> 1. Pages on revision from OWL Purdue <p>Important task: book your Write Place appointment this week, during Reading Week, or during the week of Nov 10!</p>	<ol style="list-style-type: none"> 1. Writing process: Revision 2. Reverse outlining 	Research Essay Draft 1 due March 12, 11.55 PM
9 March 12	<p>Required:</p> <ol style="list-style-type: none"> 1. OWL Purdue page on parts of speech 2. OWL Purdue page on word forms 3. OWL Purdue page on subject-verb disagreement 4. OWL Purdue page on verb tenses 5. OWL Purdue page on comma splices and run-ons 	<ol style="list-style-type: none"> 2. Editing for common grammar errors 	
10 March 19	Required:	<ol style="list-style-type: none"> 1. How to do a peer review 	Peer review: 10% 300 words plus notes

	<ol style="list-style-type: none"> 1. Brunette-Debassige, C. (2022). Orientation to Indigenous Knowledges [Digital curriculum module]. In <i>Maatookiiying gaa-miinigoowiziying (Sharing our gifts)</i>. Western University. 2. Your Peer Review partner's research essay (draft 1) 	<ol style="list-style-type: none"> 2. Thinking about reciprocity, relationship, peer reviewing, and academic community through engagement with Indigenous perspectives 3. Complete your SQCT 	<p>Go to ASSIGNMENTS AND e-mail a copy to your partner Due March 29, 11.55 PM</p> <p>Important tasks:</p> <ol style="list-style-type: none"> 1. Prepare for a one-on-one meeting with me regarding your Research Essay Draft 1 2. Complete Student Questionnaire on Courses and Teaching (SQCT) for this course
11 March 26	No readings this week; focus on giving feedback and getting feedback from your writing partner, the Write Place, and me!	<ol style="list-style-type: none"> 1. Getting the most out of "conferencing" 2. Mandatory one on one meeting with me (3% for attendance). Follow instructions and find Zoom link on the Week 11 CONTENT page. 	<p>Peer review due March 29, 11.55 PM. Submit through ASSIGNMENTS AND e-mail a copy to your partner.</p> <p>Important task: Before our meeting, be prepared with questions about your essay and my feedback. The meeting will help you revise your essay before you submit the final draft on April 5).</p>

12 April 2	Model Final Exam Paper	1. How to prepare for your final exam 2. Please complete your SQCT if you have not already done so!	Research Essay Draft 2: 10% 750 words Go to ASSIGNMENTS Due April 5, 11.55 PM
Final Exam period (April 12-30): date TBA			

Some King's and Western Support Resources for Students

Academic and Learning Supports

- To get friendly tutoring and feedback on your writing, contact The Write Place: <https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/>
- To get academic counselling (adding and dropping courses, choosing programs, requesting academic consideration, and so on), contact the Academic Advising Office: <https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/academic-deans-office/>
- The Learning Hub: <https://www.kings.uwo.ca/current-students/academic-resources/learning-hub/>
- King's Learning Skills Services: <https://www.kings.uwo.ca/current-students/student-affairs/learning-skills-services/>
- Western's learning support services: <https://learning.uwo.ca/>
- King's Academic Mentoring Program (KAMP): <https://www.kings.uwo.ca/current-students/academic-resources/kamp/>

Accessibility and Personal Counselling, Support with Food and Housing

- The Accessibility, Counselling & Student Development (ACSD) Department (<https://www.kings.uwo.ca/current-students/student-affairs/acsd-student-supports/>) offers a number of services, including accessibility supports, personal counselling, support with food and housing, and appointments with the King's Case Manager/Counsellor: <https://www.kings.uwo.ca/current-students/student-affairs/campus-and-community-social-worker/> Questions? Contact acsd@kings.uwo.ca or call 519-433-3491 ext. 7800.
- King's Case Manager/Counsellor: care@kings.uwo.ca
- King's Food and Housing Resources: <https://www.kings.uwo.ca/current-students/student-affairs/food-and-housing-resources/>
- Mental health supports and groups at King's: <https://www.kings.uwo.ca/current-students/student-affairs/mental-health-and-wellness-at-king-s/>

Black and Racialized Student Supports

- Black Students Association at Western: <https://www.facebook.com/bsawestern/>
- Career Opportunities for Black Students: <https://www.kings.uwo.ca/current-students/student-affairs/career-connect/look-for-employment/black-students/>
- Human Rights Office (reporting discrimination and harassment) <https://www.uwo.ca/hro/discrimination/help/index.html>
- Ethnocultural Support Services: <https://westernusc.ca/services/ethnocultural-support/>
- Jennifer Slay, EDID Advisor to the President, Jennifer.Slay@kings.uwo.ca

Indigenous Student Supports

- Dean of Students and Campus Life, in partnership with Indigenous Initiatives at Western: <https://www.kings.uwo.ca/current-students/student-affairs/indigenous-students/>
- King's Indigenous Students Association (contact kisa@kusc.com)
- Indigenous Initiatives at Western: <https://indigenous.uwo.ca/>
- Indigenous Student Centre: <https://indigenous.uwo.ca/students>
- Talk4Healing: <https://www.beendigen.com/programs/talk4healing/>
- Human Rights Office (reporting discrimination and harassment) <https://www.uwo.ca/hro/discrimination/help/index.html>
- Jennifer Slay, EDID Advisor to the President, Jennifer.Slay@kings.uwo.ca

2SLGBTQIA+ Supports

- King's 2SLGBTQIA+ Resource Hub: <https://www.kings.uwo.ca/current-students/student-affairs/2slgbtqia-online-resource-hub/>
- Preferred chosen name request form: https://www.registrar.uwo.ca/services/pdfs/Name_change_PFN_form.pdf
- King's 2SLGBTQIA+ career resources: <https://www.kings.uwo.ca/current-students/student-affairs/career-connect/look-for-employment/lgbtq2s-students/>
- Western Pride: https://www.uwo.ca/faculty_staff/pride.html
- The Pride Library at Western: <https://www.uwo.ca/pridelib/>
- Human Rights Office (reporting discrimination and harassment) <https://www.uwo.ca/hro/discrimination/help/index.html>

International Student Supports

- King's International: <https://www.kings.uwo.ca/current-students/student-affairs/kings-international/>
- King's International Office, Alumni Court 220, Phone: 519-433-3491 ext. 4623

Mature and First-Generation Student Supports

- Mature Student Transition Program and other supports: <https://www.kings.uwo.ca/current-students/student-affairs/mature-transfer-students/>
- Society of Mature Students at Western: http://academicsupport.uwo.ca/transition_leadership_enrichment/new_students/mature_transfer_students.html
- First-Generation Students: https://registrar.uwo.ca/student_finances/first_generation.html#:~:text=Western%20offers%20financial%20help%20to,work%20study%20each%20academic%20year

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 https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

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.

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

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

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 (under [Special Examinations](#)).

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://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College:

<http://www.kings.uwo.ca/current-students/campus-services/student-support-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/mental_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

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://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing 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.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also 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://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

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 http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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/Originality Reports - TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/Originality_Reports - 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.