



Writing 1020G (573)
Winter 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 2101F/G.

Extra Information: 3 lecture/tutorial hours. [This course will not serve as a prerequisite for any area of concentration.]

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.



Department of English, French, and Writing

Writing 1020G (573)

Introduction to University Essay Writing

Winter 2026

Tuesdays: 6:30 PM-9:30 PM

[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): None.

Antirequisite(s): Please DO NOT take this course if you have already taken: **Writing 0002F/G, Writing 1002F/G, Writing 1021F/G, Writing 1022F/G, or Writing 2101F/G.**

Course Weight: 0.5

Subject Code: Writing

Breadth: Category B

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).

Welcome

Welcome to Writing 1020! This course provides a supportive and engaging introduction to the fundamentals of effective academic writing, designed especially for first-year students from all disciplines. Throughout the semester, we'll work together to build confidence and clarity in your writing as you learn to research thoughtfully, cite sources responsibly, and develop strong, well-reasoned arguments. You'll also practice organizing your ideas in ways that make your writing clear, purposeful, and engaging for your readers. By the end of the course, you'll have a solid foundation of skills to help you succeed not only in academic settings but in any context where strong communication matters.

Course Outcomes

- Develop a deeper understanding of the goals, characteristics, and approaches of academic writing at the university level.
- Become familiar with key academic genres, such as the reflective essay, the essay proposal, and the research essay.
- Strengthen your research abilities by locating, selecting, and critically assessing research sources.
- Incorporate research evidence effectively through summary, paraphrase, and quotation, using proper citation practices.
- Construct clear, logical, and well-supported arguments that demonstrate an awareness of audience and purpose.
- Organize and edit your writing at both the paragraph and essay level to achieve coherence and clarity.
- Provide constructive and critical feedback on peers' writing.

Contact Information

Instructor: Dr. Shahrzad Izadpanah (she/her)

Email: sizadpa3@uwo.ca

Course Duration: January-April 2026 (Plus Exam)

Classroom: , King's University College

Time: Tuesdays 6:30 PM- 9:30 PM

Office Hours: Thursdays 3:00 - 5:00 PM via Zoom ➡ <https://westernuniversity.zoom.us/j/5483540713> - Passcode: 742963

Textbooks

1. Roe, Steven C. and Pamela H. den Ouden. *Academic Writing: The Complete Guide*. 3rd edition. Canadian Scholars, 2018. ISBN: 9781773380407. Print and electronic copies are available through the [Western bookstore](#). Approximately \$80.00.

2. You will also be asked to read specific pages online throughout the semester, as indicated in the weekly "Readings & Assignment" section of the syllabus.

Making the Most of Your Reading Time

- **Be an active and deep reader.** Active reading involves continuous engagement with the text — from simple tasks such as looking up unfamiliar words to more advanced practices like making marginal notes that question or critique ideas. Deep reading requires moving beyond the literal meaning of the text to engage in interpretive and critical levels of analysis.

Required Technology

- Writing 1020 (573) is offered in class. You are welcome to bring your laptops to class. During lecture, please use them *only* for course-related work.
- In-class teaching is supplemented by materials that will be posted on the Brightspace site. To access the Brightspace site, use a web browser such as Firefox or Google Chrome, and make sure you have been added as a course participant. [OWL Brightspace Getting Started](#) and [Navigating OWL Brightspace](#) are good places to get started. If you are having difficulties, you can access technical help by creating a work ticket on the [OWL Brightspace Help](#) page. If you have accessibility questions, you can find information on [Accessibility Support](#).

Accessibility Policy in this Course

- This course attempts to apply universal design principles and multimodal delivery, but I recognize that enhancing access is always work-in-progress. Your participation and success in this course are important to me, and I am committed to making the learning experience accessible and responsive to your needs. If you encounter difficulties accessing course materials, require materials in an alternative format, or have suggestions for improving the course's accessibility, please inform me. I will work with you to reduce or remove any barriers to inclusion, including those related to disability, race, gender identity, sexual orientation, language, or financial circumstances.
- 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.

Attendance and Participation Policy in this Course

- Attendance and participation are crucial to your success in any first-year course. In this course, your **attendance** will be tracked through a **sign-in sheet** which will be circulated in class. Attendance will be taken every week. I expect you to be mentally *and* physically present during class. If you feel an overwhelming urge to stay in constant contact with your friends, your group chat, or the infinite scroll of social media, there are far more suitable venues for that—none of which are this classroom. Believe me, it's very easy to tell when someone isn't paying attention, and it's surprisingly! distracting for both the instructor and your peers. Think of it as academic theater: everyone notices when an actor forgets their

lines. Phones are not to be used under any circumstances during class. If there's a family or pet emergency brewing, please let me *before* class starts. Emergencies are understandable; Instagram updates are not.

- **Attendance is worth 5%.** If you attend 10/12 classes, you will get the **full 5%**. If you are absent from more than 2 classes, you will **lose 1%** for each missed class. If you **miss 5 classes**, you **forfeit your entire attendance grade**.
- Please arrive on time, as punctuality demonstrates respect for your classmates, the instructor, and the learning process. Classes will begin at the scheduled time, and a **15-minute break** will be provided midway through each session.
- There is a **class participation grade of 5%**. You can earn it by pre-reading your texts and participating constructively in class discussion and in individual, pair, or group tasks.
- If it appears that you are falling behind on the weekly coursework, I will make every effort to assist you in addressing any challenges or difficulties you may be experiencing. Please feel welcome to contact me.
- 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."

Expectations for Ethics, Politeness, and Honesty

- I approach teaching through an anti-oppressive lens, emphasizing equity and inclusion in lectures and materials. You are welcome to hold differing views, as academic disagreement fosters critical thinking.
- Regardless of differing opinions, all interactions—online or in class—must be professional, respectful, and kind. Together, we aim to build an inclusive classroom that honors each person's identity and self-expression, including pronouns.
- Course content created by King's faculty must not be shared, distributed, or sold without prior written permission. Please do not record lectures without explicit consent.

Achieving Success in this Course

- This course entails a combination of reading, attending lectures, and engaging in thoughtful in-class activities and discussions. To be successful, you should plan to devote approximately 5 to 6 hours per week to course activities. Consistent effort is essential—learning, after all, is not a spectator sport. You can't simply sit courtside and expect knowledge to score points for you. Make sure to complete the assigned reading materials for each week before attending class.
- If you need information or assistance, please email me at sizadpa3@uwo.ca or visit me during my assigned office hours.
- Read this **Course Syllabus** carefully. It explains how we can work together to ensure your success.
- **Attend classes** and **participate actively** in class discussions.

- Some weeks will be busier than others. To help you budget your time, here are some important university dates (Add/Drop deadlines, the exam period, Study Days, etc.): [Academic Dates and Events](#).

Quizzes, Tests and Assignments

- Term writing tasks and assignments are worth **70%** of your total course mark, and the final examination is worth **30%**.
- The details for each assignment will be carefully uploaded to Brightspace at the appropriate times throughout the semester (usually about a week before the due date), ensuring that you have access to the necessary information well in advance to plan, prepare, and complete your work effectively—no last-minute stress required (unless that’s your creative process!).
- 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.
- You will develop important skills in critical thinking, independent inquiry, and creativity by working on your assignments. Using AI tools to do the work for you will not help you develop your own thinking, reading, and writing skills. In this course, Artificial Intelligence (AI) tools (e.g., Microsoft Word Editor) are permitted only for help with editing grammar and generating citations. Otherwise, use of AI tools such as ChatGPT is not permitted for any assessments, including assignments, essays, quizzes, and examinations.
- 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.

Late Submission

- I encourage you to keep up with all deadlines and submit your assignments on time — it’s the best way to stay organized and achieve your full potential in this course. However, there is some built-in flexibility (two additional days without penalty) for each submission. Please do not use this option more than twice during the term, and email me if you are using the extra time. Please note that late submissions will incur a **2% deduction** per day for up to two days following the two-day grace period. So, don’t wait too long to hit “submit.”

- If you experience compassionate, religious, cultural, or medical circumstances that prevent you from submitting on time, please refer to the “Course Outline Policies Statement” in the Appendix for the appropriate procedure. Additionally, contact me within 24 hours of the missed deadline so we can discuss suitable alternatives.

Grading Distribution and Due Dates (Summary)

Assignment	Weight	Due Date	Where to Submit
Four Class Quizzes (Based on Textbook and class lectures)	16%	Jan. 13 - Jan. 27 Feb. 10 - Mar. 10	In Person
Attendance	5%	Ongoing throughout the term	In Person
Participation	5%	Ongoing throughout the term	In Person
Assignment #1: Short Reflective Essay (350 Words)	5%	Jan. 20 - 11:59 p.m.	Via Brightspace
Assignment #2: Critical Summary (500 Words)	5%	Feb. 3 - 11:59 p.m.	Via Brightspace
Assignment #3: Essay Proposal (250 Words)	10%	Feb. 24- 11:59 p.m.	Via Brightspace
Assignment #4: Term Essay - First Draft (1000 Words)	10%	Mar. 17 - 11:59 p.m.	Via Brightspace
Assignment #5: Peer Review (300-400 Words)	4%	Mar. 24	Via Brightspace and In Person
Final Assignment: Term Essay - Final Draft (1000 Words)	10%	Apr. 3 - 11:59 p.m.	Via Brightspace
Final Exam	30%	To be Announced	In Person
	Total: 100%		

Class Schedule

Below is your class schedule — think of it as your roadmap for the learning journey ahead! Each reading has been selected to spark curiosity, and deepen your understanding of the material. Please take the time to read the assigned pages under the heading "**Readings & Assignment**" **before** each class session so you can fully engage in discussion, share your insights, and connect theory with practice. The more you bring to the conversation, the more rewarding it will be for everyone.

January

Date	Subject of the Lecture	Readings & Assignment
Week 1 - Jan. 6	Introduction Course Syllabus Classroom guidelines Approaches to Interactive Reading Genre & Voice Reflective Essay	Syllabus: Course overview, and Classroom guidelines <i>Academic Writing</i> pp. 1-9 Read this on Reflective Essay
Week 2 - Jan. 13	Constructing a Topic Finding Sources Quote, Paraphrase, and Summarize	<i>Academic Writing</i> pp. 19-26 + pp. 31 & 32 + pp. 209-218 + pp. 132-134 Read this on Quoting, and this on Paraphrasing Class Quiz #1
Week 3 - Jan. 20	Searching Online Evaluating Sources Summary Writing Critical Summary	<i>Academic Writing</i> pp. 56-67 Read this on Summary Read this on Searching Online Read this on Evaluating Sources Read "Model Critical Summary" uploaded on Brightspace Week 3 Assignment #1 Due: Short Reflective Essay
Week 4 - Jan. 27	Proposal Writing Citation Styles Wording	<i>Academic Writing</i> pp. 71-95 (Carefully read any TWO proposal samples based on your chosen writing style) Go through the pages of your chosen writing style — APA , MLA , or CMOS . Read this on Proposal Writing Class Quiz #2

February

Date	Subject of the Lecture	Readings & Assignment
Week 5 - Feb. 3	Objectivity Two-Part Titles Tradition of Inquiry Knowledge Deficit	<i>Academic Writing</i> pp. 104-107 + pp. 111-131 Assignment #2 Due: Critical Summary
Week 6 - Feb. 10	Methods Theoretical Framework Research Questions Thesis	<i>Academic Writing</i> pp. 134-141 (Read any TWO examples of Personal Introductions) + pp. 142-146 + pp. 150-158 Read this on Research Questions Class Quiz #3
Spring Reading Week	February 14 - February 22	
Week 7 - Feb. 24	Methods of Development Core Paragraphs	<i>Academic Writing</i> pp. 180-199 Assignment #3 Due: Essay Proposal

March

Date	Subject of the Lecture	Readings & Assignment
Week 8 - Mar. 3	Guiding Sentence Outlines	<i>Academic Writing</i> pp. 200-207 Read this on Topic Sentence
Week 9 - Mar. 10	Conclusion	<i>Academic Writing</i> pp. 230-238 +242-263 (Skim-read the examples and read TWO in detail) Read this on Conclusion Class Quiz #4
Week 10 - Mar. 17	Revise and Proofread	<i>Academic Writing</i> pp. 291-303 (Pay particular attention to "Instructor Comments" on page 303) Read this on Revision Assignment #4 Due: Term Essay - First Draft
Week 11 - Mar. 24	Peer Review	Read this on Peer Review Assignment #5 Due: Peer Review
Week 12 - Mar. 31	Course Review Discuss your Term Paper after my feedback	Read: Model Final Examination on OWL Lectures page

April

Date	Subject of the Lecture	Readings & Assignment
Apr. 3		Final Assignment Due: Term Essay - Final Draft

April 12 - April 30, 2026 **Final Examination Period**

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 (2015) services including accessibility supports, personal counselling, career counselling, and appointments with the King's Campus and Community Social Worker. Questions? Contact 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
 - [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](#)

And one last word before we begin this beautiful journey:

"Remember that effort and enthusiasm will take you far"

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.

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>.

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.