



Writing 1020G (671)  
Winter 2026

Writing: Introduction to University Essay Writing

**Course Information:**

**Calendar Description:** Writing: Introduction to University Essay Writing

**Prerequisite(s):**

**Anti-requisite(s):** Writing 0002F/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.

**King's University College at Western University**  
**Department of English, French, and Writing**  
**Writing 1020G: Introduction to University Essay Writing (Section 671) Winter 2026**

**Welcome to Writing 1020!**

**Basic course information**

**Instructor:** Dr. Hanji Lee

**Email:** [hlee653@uwo.ca](mailto:hlee653@uwo.ca)

**Course duration:** Jan 5 – April 9, 2024 (plus exam)

**Hours of coursework and writing per week:** 6-7

**Office location and office hours:** Virtual, on Zoom (you will find the Zoom link on our OWL Brightspace course site), exact hour to be announced, and by appointment

**Course URL:** <https://westernu.brightspace.com/d2l/home/156058>

**Mode of Instruction**

Online asynchronous

**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.

In addition to the above outcomes, I hope you will also develop a sense of intellectual and emotional belonging—in this classroom, in a community of learners, in the world of academics—and a sense of how your identity informs and enriches your writing.

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

#### **Mandatory readings/videos**

- Roe, Steven C. and Pamela H. den Ouden. *Academic Writing: The Complete Guide*. 3<sup>rd</sup> edition. Canadian Scholars, 2018. ISBN: 9781773380407. Print and electronic copies are available through the [Western bookstore](#). (\$80.90)

#### **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 1020G (671) is offered through the King's/Western learning platform, OWL Brightspace, which 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/>
- If you are having difficulties, you can access technical help by creating an OWL Brightspace service ticket: <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 page: <https://brightspacehelp.uwo.ca/student/account-accessibility.html>

### **What is the 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.

- Because your participation and success in this course matter to me, I want to ensure that the course is responsive to your needs. **Please do let me know if you are unable to access materials for personal reasons, if you need course materials in a different format, or if I can improve the course’s accessibility for you or for the whole class in any specific way.** 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, or financial situation.
- Accommodations for exams or course delivery **are your right**; if you need any, do visit the [King’s Accessibility and Counselling Office](#). You are also welcome to talk to me about your needs.
- 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.

### OWL Brightspace Tools and Advice to Help You Succeed in the Course

This course will be *asynchronous*; this means we will not have a regular, mandatory time when the entire class must be online. However, there will be some synchronous activities in which you will participate based on your own schedule, including office hours and oral discourse tasks like interviews.

Each of the underlined words in the notes below refers to an item in the toolbar at the top of our course OWL Brightspace page:

1. Use the CONTENT tool to access the readings and lessons for this course. This tool is structured with the following content:
  - a. 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 a timed test and assignments; and participate in community learning and discussions. In the syllabus, pay close attention to **Your Writing 1020 Schedule**, which will tell you exactly how to complete each week’s work: what to read, what to research, and what writing tasks 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.
  - b. Go to “Course Content” for an overview of the course content, learning outcomes, and structure.
  - c. Lessons and readings assigned for each week will be available in “Week 1 UNIT 1,” “Week 2 UNIT 2,” etc. The course has **10** lesson *units*. This means **you must complete ONE unit per week**. Don’t postpone your work on the lessons since this will affect your completion of the writing tasks before their due dates. **I will add new lesson content at the beginning of each week**. I will post lesson videos along with a PDF text transcript of my speech and the PowerPoint slides used in each lesson video. I also invite you to post your own comments, questions, or suggestions to the weekly lesson videos. You each have your own diverse set of skills, knowledge, and experiences that you bring to our community, and I value these

contributions. **Posts to the lesson videos will not be graded, although posting and reading each other's comments will enrich your experience of the course and help everyone learn.** Here are instructions for how to post a comment: Open the link to the lesson video, and select a slide. At the bottom of that slide, select the "+" icon. You can choose a text, audio, or video comment, or choose to upload a comment. When you have finished the comment, select "Save."

2. In the ASSESSMENTS tool, go to "Assignments" to find instructions for and to submit Assignments, and go to "QUIZZES" to find your test. Pay attention to the **Summary of Assessment Weights and Due Dates** below, which include assignments and discussion forum postings. Start working on your assignments early to complete them by the submission due dates. Make sure you have time to book an appointment with a tutor at The Write Place, the writing support centre at King's.
3. In the GRADES tool, you will find your grades for each assessment when they are available.
4. In the HELP tool, you can access technical support for OWL Brightspace.

### What Happens if You Don't Log in Regularly?

- Reading your texts according to the schedule, watching/listening to the weekly lesson videos, 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 tests, quizzes, and 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 AESSMENT 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.
- 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. Moreover, AI tools also create text that can contain bias, prejudice, non-existent research sources, and errors. If I have concerns about one of your assignments, I will contact you about this. **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 Chat GPT 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 **must** 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 (Summary)

Assessment Rough word count in brackets	Weight	Submission date	OWL tab for prompt and submission
3 Forum Posts	10%	Jan 14, Jan 21, Mar 4	COMMUNICATIONS
Exercise 1: Short reflective essay (300)	5%	Jan 19, 11.55 PM	ASSESSMENTS
Exercise 2: Critical summary (500)	10%	Feb 2, 11.55 PM	ASSESSMENTS
Exercise 3: Essay proposal (250)	5%	Feb 9, 11.55 PM	ASSESSMENTS
Term Essay DRAFT 1 (750)	15%	Mar 16, 11.55 PM	ASSESSMENTS
Peer review letter (500)	10%	Mar 25, 11.55 PM	ASSESSMENTS
Term Essay DRAFT 2 (750)	15%	April 6, 11.55 PM	ASSESSMENTS
Final examination	30%	To be decided	
	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**. However,

- Academic accommodation must be solicited through your academic advisor. Without accommodation, late assignments will be penalized by 1% per day (including weekends). **HOWEVER**, if you think you may not meet an approaching deadline, email me at least **5 days before** the deadline and I will grant you an extension of up to 5 days.
- 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**. If you are permitted a late submission beyond the

two-day late submission period allowed on Brightspace, **please e-mail the assignment to me at [hlee653@uwo.ca](mailto:hlee653@uwo.ca)**.

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

This course has **eleven units**. Each unit asks you to complete specific **readings**, involves in-class **lectures**, and requires you to complete one or more **writing** tasks. The quizzes will test if you have read your textbook, since you will not fully benefit from lectures without preparing for them through reading. In addition, you **must attend a mandatory one-on-one meeting** with me. You are welcome to request additional meetings by e-mail or meet me during my office hours.

<b>WEEK &amp; UNIT NUMBER</b>	<b>READING (please pre-read/watch)</b> AW = <i>Academic Writing</i> AR = Additional Reading;	<b>LECTURE TOPICS</b>	<b>WRITING</b> Details in the ASSESSMENTS tab
Week 1 Jan 5  UNIT 1	1. Writing 1020 Course outline 2. AW pp. 1-9	1. Course syllabus and policies 2. Introducing ourselves 3. Academic writing & genre	
Week 2 Jan 12  UNIT 2	1. AW, pp. 104-107; skim-read any <b>two</b> examples of personal introductions on pp. 136-142. 2. AW pp. 214 to 223 3. AR: OWL Purdue pages on <a href="#">Quoting</a> and <a href="#">Paraphrasing</a>	1. Reflective essay: positionality and storytelling 2. Basic paragraphing 3. Paraphrase, quotation	Forum Post on Genre (3%, opens Jan 12; closes Jan 14)
Week 3 Jan 19  UNIT 3	1. AW pp. 13-14 (“Searching for Direction”) and pp. 19-29. 2. AW pp. 112-114 3. AW pp. 230-235	1. Research essay: unpacking the question 2. Research site and topic 3. Two-part titles 4. Citation: avoiding plagiarism	Forum Post on Paraphrase & quotation (3%, opens Jan 19; closes Jan 21)  Reflective essay (5%, due January 19)

Week 4 Jan 26  UNIT 4	1. AW pp. 31-36 and white background pages from 41-67. 2. Glance at the two examples of research notebooks/reading logs. 3. AR: <a href="#">OWL Purdue pages</a> on research (especially <a href="#">Searching Online</a> and <a href="#">Evaluating Sources</a> ) and <a href="#">UWaterloo page</a> on summary	1. Conducting research 2. Summarizing an article	
Week 5 Feb 2  UNIT 5	1. AW pp. 70 to 74 and <b>carefully</b> read any TWO proposal samples from pp. 74-95. If you are interested in English, Religion, Philosophy, etc. read two samples in MLA style; if in Sociology, Politics, Economics, Social Work, SJPS, DS, etc., read two APA style examples 2. AW pp. 209 - 214. 3. AR: <a href="#">U of T page</a> on proposals	1. Research/essay proposals	Critical Summary (10%) due Feb 2, 11.55 PM
Week 6 Feb 9  FEEDBACK WEEK	1. AR: OWL Purdue <a href="#">MLA</a> , <a href="#">APA</a> , or <a href="#">CMS</a> (browse through <b>all</b> pages related to the style you choose).	1. More on citation: how to do in-text and end-of-text citation in a specific style	Essay proposal (5%) due Feb 9 11.55 PM
Reading Week: Feb. 16-20			
Week 7 Feb 23  UNIT 6	1. Get instructor feedback on your proposal (Zoom meetings) 2. GET WRITE PLACE FEEDBACK on your proposal THIS WEEK!	Discuss your essay proposal with me. Zoom meeting plan to be announced.	
Week 8 Mar 2  UNIT 7	1. AW pp. 180-184; skim-read the examples, but pay attention to the methods of development. 2. AW pp. 111 - 163, reading the white-background pages carefully while skim-reading the examples (grey background) within the boxes.	1. Writing process: from working thesis to thesis 2. Essay structure and outlining 3. Introductions	Forum Post on Introductions (4%, opens Mar 2; closes Mar 4)

Week 9 Mar 9  UNIT 8	1. Read p. 187; skim-read two body paragraph examples from pp. 190 to 198. 2. Read Conclusions pp. 242 -263, skim-reading the examples and read ONE in detail.	1. Body paragraphs 2. Conclusions	
Week 10 Mar 16  UNIT 9	1. Read pp. 291-295 and pages on <a href="#">Revision</a> from OWL Purdue. This is mandatory. 2. Watch Grammar Review lecture on OWL Lectures page. This is mandatory.	1. Writing process: Revision 2. Reverse outlining 3. Writing process: editing for surface errors	Research essay first draft (10%) due Mar 16, 11.55 PM
Week 11 Mar 23  UNIT 9	1. Your writing partner's draft essay	1. How to do a peer review 2. SQCT (Course feedback)	Peer Review (10%) due Mar 25, 11.55 PM
Week 12 Mar 30  UNIT 10	MUST READ: Model Final Examination on OWL Lectures page	1. Exam practice 2. SQCT (Course feedback) GET WRITE PLACE FEEDBACK ON YOUR FINAL DRAFT!	Research Essay Final draft (10%) due April 6 11.55 PM
Final exam: (30%) Date TBA.			

**All the best! Have a good term!**

# 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](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](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/](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](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.

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](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](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.