



WRITING 1002F (670)
Introduction to Writing in English
Fall/Winter 2026 - 2027

Instructor: Dr. V. Natarajan
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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.

Antirequisite(s): [Writing 1020F/G](#), [Writing 1021F/G](#), [Writing 1022F/G](#), [Writing 1032F/G](#), [Writing 2101F/G](#).

Prerequisite(s): None.

Extra Information: 3 lecture hours.

Course Weight: 0.5

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 enrol 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 prerequisites.

King's University College at Western University
Department of English, French, and Writing
Writing 1002F: Introduction to Writing in English (Section 670) Fall 2026

Contents

Land Acknowledgement	2
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?	4
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?	8
What Expectations for Ethical Behaviour, Politeness, and Honesty Govern our 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	12
Where can you access academic advice, personal support, or help with a complaint?	19

Land Acknowledgement

The lands 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. Vidya Natarajan (she/her)

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

Course duration: September 9 to December 9, 2026 (plus exam)

Hours of coursework per week: 5-6

Office hours: Virtual, on Zoom (you will find the Zoom link on our OWL Brightspace course site), Tuesdays, 12:30 AM to 1.30 PM and by appointment

OWL Brightspace Course Site URL: <https://westernu.brightspace.com/d2l/home/201107>

Mode of Instruction: Online asynchronous. There is no 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 required Zoom meetings with the teaching assistant.

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](#), [Writing 1032F/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 communicative relationships, including, importantly, Indigenous ones;
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;
10. have an overall sense of how genre governs writing, and produce writing in 4 genres; and
11. feel that you belong to a supportive community of learners and know how to access campus resources and supports.¹

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

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.

Your textbook (with **required readings**) is free and is linked to your course OWL Brightspace site. **Please go to the Textbook** 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 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 (670) is offered through King's/Western's 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/): <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
 - Access to a laptop or other device with a microphone
 - A quiet space to study or take part in occasional online synchronous learning (for example, one-on-one Zoom meetings with me)

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 course delivery are your right; if you need any, please follow the guidance on the King's Accessibility page: <https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>. If you need accommodation, but you do not have formal accommodations from King's Accessibility and Counselling Office, please contact me.
- **All quizzes are expected to take approximately 30 minutes to complete. All students will have 45 minutes to complete them. The test is expected to take approximately 50 minutes to complete. All students will have 1.15 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.**

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 snatara@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 the teaching assistant.

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 "Course 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, 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 or assignments are due.
 - c. In "Textbook," you will find the required course readings and additional course readings. **Before** you open each lesson, 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 "Course Contents Week by Week." Look under "Week 1," "Week 2," etc. The course has **11** lesson units, plus two required one-on-one Zoom meetings with a teaching assistant. **You must complete ONE lesson unit per week.** Don't postpone your work on the lessons, since this will affect your completion of the quizzes and test before their closing dates. **I will add new lesson content at the beginning of each week.** I will post lesson Voicethread videos along with a text transcript 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. I value your 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.**
 - e. 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."
- f. For links to The Write Place (the writing support centre at King's), go to the tab for "The Write Place."
3. 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 snatara@uwo.ca
- b. In "Discussions," there is an important (ungraded) opportunity for you to get to know your classmates and learn from each other through a forum discussion.
4. 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, 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, 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 teaching assistant and with a tutor at The Write Place, the writing support centre at King's.
5. In the **GRADES** tool, you will find your grades for each assignment, quiz, or test when they are available.
6. In the **HELP** tool, you can access technical support for OWL Brightspace.

What Happens if You Don't Log in Regularly?

- 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. If you need to know more about important university dates (Add/Drop deadlines, the exam period and Study Days, etc.) go to [Academic Dates and Events](#).
- Reading your texts according to the schedule, watching 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 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](#) and [Western's Scholastic Discipline Policy](#)
- This course's content, created by your faculty members and fellow students in the class (for example, in posts to the discussion forums and lessons), 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](#) 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](#) and self-plagiarism are subject to [Western's Scholastic Discipline Policy](#).
- 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) meetings with the teaching assistant. At the end of the course, you will write e) the Final Exam. Expect to spend at least **two hours per week** on quizzes and 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](#) early.
- 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 online)** 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. The opening and closing dates of the final exam will be announced at a later date. On the exam, **do not cut and paste from your research essay or any other assignments that you submitted for this course**. This is **self-plagiarism** and will result in a grade of **zero** for the cut and pasted work. **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)	Discussions	0%	Sept 21 11.55 PM
Quizzes 1-4	Quizzes (2.5 X4)	10%	Sept 28, Oct 5, 21 26,
Reflection paper: 500 words	Assignments	5%	Oct 5, 11:55 PM
Case analysis: 750 words	Assignments	10%	Oct 19, 11.55 PM
Research essay proposal: 100 words	Assignments	5%	Oct 31, 11.55 PM
Meeting 1 with Teaching Assistant	Zoom	5%	Week 6
Research essay draft 1: 750 words	Assignments	10%	Nov 10, 11.55 PM
Meeting 2 with Teaching Assistant	Zoom	5%	Week 11

Peer review	Assignments	10%	Nov 30, 11.55 PM
Research essay draft 2: 750 words	Assignments	10%	Dec 7, 11.55 PM
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 snatara@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**. Each unit, which should be completed during the week specified in your schedule below, asks you to complete a specific **reading** (or watch specific **videos**), takes you through one to five **Lessons** (lectures), and asks you to complete one or more **writing** tasks. Lessons will be posted at the beginning of each week. The quizzes will test

if you have read the essays from your textbook, since you will not benefit from listening to the lessons without preparing for them through the reading. In addition, you **must** attend two required one-on-one virtual meetings with your teaching assistant. You are welcome to request meetings with me by e-mail or to meet me during my virtual office hours.

Please note:

Most of the **required** readings are from your textbook: S. Natarajan & E. Pez (Eds.), *Thinking about writing: Readings for multilingual writers*. **PENDING APPROVAL**, the **required** videos are from: Awasis, S. (2022). Indigenous lands, spaces, and places [Digital curriculum module]. In *Maatookiying gaamiinigoowiziying (Sharing our gifts)*. Western University. I am deeply grateful to the Indigenous module creators and Knowledge Holders who have given us the gift of the Learning Bundles (identified as *Sharing our Gifts*, and located in **Lessons/Lectures** in the schedule below).

The required readings and videos **MUST BE READ/WATCHED BEFORE** you open the Lessons! 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 final exam. I also recommend that you read them 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 Sept. 9-18 1. The Syllabus 2. Acknowledg-ing the Land and its Original Peoples	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. Part 1: Indigenous Lands, Spaces, and Places. (<i>Sharing our gifts</i>). 2. Introduction to the course and its themes	Introducing ourselves Due date: Sept 21, 11:55 PM ; find instructions and post in "Discussions" in the COMMUNICATIONS tool. (Note: This can be graded later as a quiz alternative, in case you do not complete 4 quizzes.)

3. Introducing Ourselves			
Week 2 Sept 21-25 Language, Identity, and the Reflection Essay Important task: Mandatory attendance: Talaga, Tanya (Veritas Lecture, Sept 24, Kenny Theatre, 5:30–7:00 p.m., <i>Can Canada Move Towards Reconciliation?</i>)	Required: 1. Wu, N. (Zhixin). A migratory bird on her way 2. Eshete, T. G. Seek home/homesick (Read these for QUIZ 1!) Additional: 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	1. Reflecting on land, language and identity 2. Part 2: Deshkan Ziibiing. (<i>Sharing our gifts</i>) 3. How to write a reflection essay 4. Telling an interesting story 5. Basic paragraphing 6. Creating two-part titles	Quiz 1: 2.5% Will test if you have done your two required readings for this week (Wu and Eshete). Go to QUIZZES tool. Opens 12 AM on Sept 26; Due: Sept 28, 11.55 PM Reflection Essay: 5% 500 words. Go to ASSIGNMENTS tool. Due Oct 5, 11.55 PM
Week 3 Sept 28-Oct 2	Required: 1. Naghshi, R., Drew, J., & Pez, E. Case analysis: Critiquing AI-generated essays in an academic	1. The case study as critical thinking in action 2. Applying a theory or concept	Quiz 2: 2.5% Will test if you have done your required reading for this week (Naghshi, Drew, & Pez). Go to QUIZZES

The Case Study as Critical Thinking (Sept. 30: National Day for Truth and Reconciliation)	writing course (Read this for QUIZ 2!) Additional: (required for the case analysis assignment) 2. Wright-Taylor, C. Students' right to their own writing voice: How three "literacy brokers" can support "agentive participation."		tool. Opens Oct 3, 12 AM; closes Oct 5, 11.55 PM Case Analysis Assignment: 10% 750 words Due October 19, 11.55 PM
Week 4 Oct 5-9 Writing Paragraphs and Acknowledging Sources	Required: - 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 Additional : - Natarajan, S., LEP, ESL, ELL, EL, or Multilingual? Resisting the deficit model.	- Part 3: The Indigenous Learning Space (<i>Sharing our Gifts</i>) - Research essay writing process: Understanding the question and choosing a topic - Short research essay proposal - Writing good paragraphs - Paraphrase and quotation - APA in-text citation basics - Understanding and avoiding plagiarism (the Write Place Video)	Reflection Essay Due Oct 5 11.55 PM Quiz 3: 2.5% Will test if you have done your required reading for this week (Rose, Wang, & Blaauw-Hara). Go to QUIZZES tool. Opens Oct 19, 12 AM and closes Oct 21, 11.55 PM Short Research Essay Proposal (100 words) due

Oct 10-18	Fall Reading Week	No classes!	Thanksgiving holiday
Week 5 Oct 19-23 More on Acknowledging Sources Rethinking Sources of Knowledge from an Indigenous Perspective	Required: 1. Badenhorst, C., Quintyne, K., Arif, A., Dintoe, S. S., Tsuasam, P., & Owusu, C., Understanding unintentional plagiarism from a de/colonizing perspective. (Read this for Quiz 4!) 2. University of Waterloo page on summary Important task: book your teaching assistant appointment this week.	1. Part 4: Nimkii Zaswaaning (<i>Sharing our Gifts</i>) 2. Summary 3. APA end-of-text citation basics 4. Using the OWL Purdue APA Reference list pages to create Reference entries	Case Analysis Assignment due Oct 19 Quiz 4: 2.5% Will test if you have done your required reading/watching for this week (Badenhorst et al.,). Go to QUIZZES tool. Opens Oct 24, 12 AM and closes Oct 26, 11.55 PM
Week 6 Oct 26-30 Conducting Research	Required: 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 information that is new to you.	1. Writing process: Research 2. Information literacy unit: Evaluating and using sources 3. AI literacy	Research Essay Proposal due Oct 24, 11:55 PM, Resubmission due Nov 2, 11.55 PM Mandatory one on one meeting with teaching assistant WITH research proposal (5% for attendance). Follow instructions and find Zoom link on the Week 6 CONTENT page

	2. Legatt, A. (2025, June 11). Students are already using AI. Are colleges teaching AI literacy? <i>Forbes</i> .		
Week 7 Nov 2-6 Writing Your Research Essay	Required: 1. OWL Purdue page on thesis statements 2. OWL Purdue on essay outlining 3. OWL Purdue on introductions 4. OWL Purdue on body paragraphs 5. OWL Purdue on conclusions Important task: Have you signed up for your teaching assistant meeting?	1. Part 5: Concluding Thoughts (<i>Sharing our Gifts</i>) 2. Writing process: From working thesis to thesis 3. Essay structure and outlining 4. Introductions, body paragraphs, conclusions	Research Essay Draft 1: 10%, 750 words Due Nov 16, 11.55 PM
Week 8 Nov 9-13	1. Pages on revision from OWL Purdue	1. Writing process: Revision 2. Reverse outlining	Research Essay Draft 1 due Nov 16, 11.55 PM
Week 9 Nov 16-20	Required: 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	1. Editing for common grammar errors	Research Essay Draft 1 due Nov 16, 11.55 PM

	5. OWL Purdue page on comma splices and run-ons		
Week 10 Nov 23-27	Required: 1. Your Peer Review partner's research essay (draft 1)	1. How to do a peer review 2. Thinking about reciprocity, relationship, peer reviewing, and academic community through engagement with Indigenous perspectives 3. Please complete your SQCT	Peer review: 10% 300 words plus notes Submit via ASSIGNMENTS AND e-mail a copy to your partner, Due Nov 30, 11.55 PM Important task: Complete Student Questionnaire on Courses and Teaching (SQCT) for this course
Week 11 Nov 30-Dec 4	No readings this week; focus on giving feedback to your writing partner, and getting feedback from your writing partner and teaching assistant.	1. Getting the most out of "conferencing" 2. Mandatory one on one meeting with teaching assistant (5% for attendance). Follow instructions and find Zoom link on the Week 11 CONTENT page. 3. Please complete your SQCT	Peer review due Nov 30, 11.55 PM. Submit through ASSIGNMENTS AND e-mail a copy to your partner. Important task: Before your Zoom meeting with the teaching assistant, be prepared with questions about your essay and my feedback. The meeting will help you revise your essay before you submit the final draft.

Week 12 Dec 7-9	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 Dec 7, 11.55 PM
Dec 11-22 Mid-year exam period	Final Exam	Date TBA	

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

- To get friendly tutoring and feedback on your writing contact [The Write Place](#)
- Access information about the library and its services here: [Cardinal Carter Library](#).
- To get academic counselling (adding and dropping courses, choosing programs, and so on) contact [Academic Advising Services](#).
- The [Accessibility, Counselling & Student Development \(ACSD\) Department](#) offers a number of services including accessibility supports, personal counselling, 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:
 - [Personal counselling](#)
 - [Supports for Indigenous students](#)
 - [Groups for Black Students at Western](#)
 - [Supports for 2SLGBTQIA+ students](#)
 - [Muslim Students' Associations at Western](#)
 - [Mental health supports and groups at King's](#)
 - [Campus safety and Prevention/reporting of gender-based violence](#)
 - [International student supports](#)

For more detailed information and links to support your academic goals, your sense of well-being, and your interest in just practices, please go to the **Support and Community** page on your OWL Brightspace course site.

Good luck! Have a good term!

I also ask you to write a land acknowledgement, which will become part of your reflection paper, and will get you engaged with an important component of this course: the Sharing Our Gifts Learning Bundle.

**KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27**

1. Academic Accommodations (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](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline to confirm this assessment.
- If instructors have built flexibility into their assessments, this flexibility will already address consideration needs. (For example, if students need to submit X of Y assignments, this flexibility already provides consideration.)
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

For further information on the academic consideration policy, please see https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

3. Support Services

Accessibility, Counselling and Student Development at King’s University College:
<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://kings.uwo.ca/campus-life/student-supports/>

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

Western’s Mental Health Services site provides a complete list of options on how to obtain help: <https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's 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 (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

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.

6. 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 https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 you instructor to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools 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.

7. 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.

8. 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.

9. 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.