



**WRITING 1020F (570)**  
**Writing: Introduction to University Essay Writing**  
**Fall/Winter 2026 - 2027**

Instructor: Prof. Patrick Morley  
Email: pmorley3@uwo.ca

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**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.

**Antirequisite(s):** [Writing 0002F/G](#), [Writing 1002F/G](#), [Writing 1021F/G](#), [Writing 1022F/G](#), [Writing 2101F/G](#).

**Prerequisite(s):** None.

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

**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 1020F: Introduction to Writing in English (Section 570)  
Fall 2026  
**This is an IN-PERSON course**

## **Land acknowledgement**

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

Pronunciation guide

Anishinaabek: Ah-nish-in-a-bek

Haudenosaunee: Ho-den-no-show-nee

Lūnaapéewak: Len-ah-pay-wuk

Chonnonton: Chun-ongk-ton

## **Basic course information**

**Instructor:** Prof. Patrick Morley

**Email:** pmorley3@uwo.ca

**Hours of coursework per week:** 5-6

**Office hours:** In-person OR via Zoom by appointment (flexible hours)

## **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.

This course is an **IN-PERSON** course, which means that your attendance is mandatory for success. I will go through this course outline in great detail the first day of class. The required readings and lecture materials will be posted weekly on our **Brightspace** course site. To find our course, go to <https://westernu.brightspace.com> and log in.

**Here are some helpful Brightspace links:**

**For Brightspace Navigation Help:** <https://brightspacehelp.uwo.ca/student/navigating-owl-brightspace.html>

**For Brightspace Learner Support:** <https://brightspacehelp.uwo.ca/student/>

**To Contact Western's IT Department for help:** <https://brightspacehelp.uwo.ca/contact-us.html>

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

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

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

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

### **Mandatory readings**

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

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

- Writing 1020 (570) is offered in class. You are welcome to bring your laptops to class, but during lectures, please use them *only* for course-related work.
- In-class teaching is supplemented by materials that will be posted on our Brightspace site.
- Accessibility of course materials is important to me. Please do let me know if you need course materials in a different format, or if I can improve the course's design to make it more accessible. I am happy to receive feedback and to work with you on this.

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

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

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

- This course attempts to apply universal design principles and multimodal delivery, but I recognize that enhancing access is always work-in-progress.
- Because your participation and success in this class matter to me, I want to ensure that the course is responsive to your needs. If there is anything I can do to make the classroom or course material more accessible or friendly for you, please let me know. I will work with you to minimize any barriers to inclusion that you have encountered, including barriers related to disability, race, gender identity, sexual orientation, or language.
- To pass the course, students must complete ALL the assignments, including each stage of the research essay, and the final exam.
- I will post classroom material on our Brightspace course site. Please do let me know if you need course materials in a different format, or if I can improve the course's accessibility.
- Accommodations for exams or course delivery are your right; if you need any, do visit the [King's Accessibility and Counselling Office](#).

- For information on accessible routes, temporary service disruptions, feedback about the accessibility of services, and policies related to service animals, support persons, and assistive devices, please visit King's' [Accessibility](#) website.

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

- I bring an anti-oppressive lens to all my teaching. As such, my lectures and resources will reflect an interest in equity and inclusion. You are not required to adopt a similar stance, since academic disagreement is often a source of original, complex, and critical thinking. In other words, I have no problem with a position different from mine, so feel free to express what you really think.
- Whether we agree or disagree with each other, we are all expected to be professional, respectful, and kind when we are interacting in class or online. Going beyond mere professionalism, I hope you will work with me to build an equitable and inclusive classroom community that honours each person's identity (including their pronouns) and self-expression.
- This course's content, created by faculty members at King's, should not be distributed, shared in any public domain, or sold without the prior written consent of the faculty members. Please do not record lectures without my explicit consent.
- Please pay attention to the course's policies on plagiarism and generative AI use, outlined below.

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

- **Keep in touch with me!** If you need information or help, email me at [pmorley3@uwo.ca](mailto:pmorley3@uwo.ca). If you have questions about this syllabus or about any course component, please email me, or chat with me in-person.
- **Attend classes.** We will complete ONE unit per week. Pay close attention to the **Course Schedule**, which will tell you exactly how to complete each week's work: what to read, and what to research.
- Do your **reading**. Before you attend class, read the assigned textbook pages and recommended OWL Purdue pages actively. Reading for each week should take you one or two hours.
- Don't fall behind on assignments. To succeed in this course, you will need to spend about 6 hours each week as follows:
  - 1-2 hours on reading the textbook, including making notes
  - 2.5 hours in class
  - 2 hours on research and out-of-class 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](#).

## Statement on AI

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

## What assignments will you be doing?

- Term writing tasks and assignments are worth 70% of your total course mark, and the final examination is worth 30%. See the ASSIGNMENTS tool for prompts and guidance.
- All assignments **must be done by you**. You need not submit assignments to Turnitin routinely, but if I have concerns, I will ask for the assignment to be submitted for checking. Students often resort to [plagiarism](#) when they are under pressure, so time management is key. Shortcuts such as copy-pasting of large amounts of text, [contract cheating](#), and [self-plagiarism](#)) are not only subject to [Western's scholastic discipline policy](#), but they also defeat the purpose for which you take a course: learning and developing skills. Patchwriting (copying and slightly modifying "patches" of borrowed text) is less egregious but is also unacceptable.
- However, human assistance through writing buddies and mentoring are acceptable and encouraged. In fact, before you submit either the first or second draft of your Research Essay, you **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<br>Rough word count in brackets     | Weight | Submission date                   | Where to Submit |
|------------------------------------------------|--------|-----------------------------------|-----------------|
| Paraphrase Activity                            | 5%     | Sept. 15 <sup>th</sup>            | Via Brightspace |
| In-Class Writing                               | 5%     | Throughout the Semester           | In-Class        |
| Exercise 1: Short reflective essay (300 Words) | 5%     | Sept. 29 <sup>th</sup> @ 11:55 PM | Via Brightspace |
| Exercise 2: Critical summary (600 Words)       | 10%    | Oct. 20 <sup>th</sup> @ 11:55 PM  | Via Brightspace |

|                                        |      |                                  |                          |
|----------------------------------------|------|----------------------------------|--------------------------|
| Exercise 3: Essay proposal (400 words) | 10%  | Oct. 27 <sup>th</sup> @ 11:55 PM | Via Brightspace          |
| Term Essay DRAFT 1 (750 Words)         | 10%  | Nov. 10 <sup>th</sup> @ 11:55 PM | Via Brightspace          |
| Peer review letter (500 Words)         | 10%  | Nov. 17 <sup>th</sup> @ 11:55 PM | In class Via Brightspace |
| Term Essay DRAFT 2 (750 Words)         | 15%  | Dec. 9 <sup>th</sup> @ 11:55 PM  | Via Brightspace          |
| Final examination                      | 30%  | To be decided                    | In person                |
|                                        | 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:

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

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

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

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

Abbreviations: AW = *Academic Writing*

|                                                                   |                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1:<br>• Introduction                                         | Course outline and class protocols; critical reading and thinking; the writing process; diagnostic test                                                                                                                                                                                                                                   |
| Week 2:<br>• Academic Writing as Genre<br>• Paraphrase Assignment | Read AW pp. 1-9. Prepare a 3-sentence answer to the question at the bottom of p. 4 (“Read the following passages with genre theory in mind.... social purposes”), based on ONE of the examples (1-3) on p. 5. You may be asked to read this answer in class.<br><i>For more on paraphrase, read this <a href="#">OWL Purdue page</a>.</i> |
| Week 3:                                                           | AW, pp. 104-107, and skim-read the examples of personal introductions on pp. 135-142. Prepare an answer to question 2 on p. 23                                                                                                                                                                                                            |

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|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Personal or reflective writing: voice and style</li> <li>• The research problem</li> </ul>               | <p>but use <b>ONLY</b> items that you think really represent <b>YOU</b> personally: e.g., your favourite clothes, hobby, décor. This info will be used in a class exercise. <b>Also read</b> pp. 13-14 (“Searching for Direction”) and pp. 19-29. <i>For more on creating a research problem, read this <a href="#">OWL Purdue page</a>.</i></p>                                                                                                                       |
| <p>Week 4:</p> <ul style="list-style-type: none"> <li>• Reading and research</li> <li>• Summary</li> </ul>                                        | <p>Read pp. 31-36 and 41-67. Skim-read the two examples of research notebooks or reading logs. <i>For more on research, read this <a href="#">OWL Purdue page</a>. For more on summarizing, read this <a href="#">OWL Purdue page</a>.</i></p>                                                                                                                                                                                                                         |
| <p>Week 5:</p> <ul style="list-style-type: none"> <li>• Writing proposals</li> </ul>                                                              | <p>Read: pp. 70 to 74, and <b>carefully</b> read any two examples of proposals that follow. If you are interested in English, Philosophy, Religion, French, choose two proposals in MLA style. If you are interested in Sociology, Politics, Economics, Social Work, SJPS, DS, etc., read the APA style examples. You will do in-class exercises on them. <i>For more on proposals, read this <a href="#">OWL Purdue page</a>.</i></p>                                 |
| <p>Week 6:</p> <ul style="list-style-type: none"> <li>• Methods of developm’t</li> <li>• Integrating research material</li> </ul>                 | <p>Read pp. 180-186 (Methods of Development); skim-read the examples, but pay attention to the methods. Read p. 199; pp. 214-226 (“Sentence level...”) to 226, skim-reading examples. In class, you will also write (and submit) a critical review of an article that includes a summary of its entire content, a paraphrase of a part, and at least one quotation. Mandatory attendance! <i>Read this <a href="#">OWL Purdue page</a>.</i></p>                        |
| <p>Week 7:</p> <ul style="list-style-type: none"> <li>• Citation styles</li> <li>• Research librarian’s presentation and library visit</li> </ul> | <p>Read Documentation pp. 209 - 214.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Week 8:</p> <ul style="list-style-type: none"> <li>• Introductions</li> </ul>                                                                  | <p>Read pp. 111 to 163.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Week 9:</p> <ul style="list-style-type: none"> <li>• The body paragraphs</li> <li>• Conclusions</li> </ul>                                     | <p>Read p. 187; skim-read some body paragraph examples from pp. 190 to 198. Label the ‘parts’ of ONE example, using terms like transition, guiding or topic sentence, supporting (low-level) details, concluding sentence, to read in class. Read Conclusions pp. 242 -263, skim-reading the examples and reading ONE in detail, and labeling it using terms like Recap of claim, solution, call to action, statement of relevance, further research, as relevant.</p> |

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|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 10: <ul style="list-style-type: none"> <li>Revision and editing</li> <li>Peer review protocols</li> </ul>                             | Read <a href="#">these pages</a> on OWL Purdue. OWL Purdue common errors. In-class reverse outlining exercise: (you must have your <b>essay draft</b> with you to do this exercise. |
| Week 11: <ul style="list-style-type: none"> <li>Peer Review Day</li> </ul>                                                                 | Mandatory attendance!                                                                                                                                                               |
| Week 12: <ul style="list-style-type: none"> <li>Writing conference day</li> </ul> Submit peer review along with peer review questionnaire. | Come prepared to ask me questions and discuss your paper, after having read through my feedback on your Essay draft 1.                                                              |
| <ul style="list-style-type: none"> <li>Course review</li> </ul> Submit Essay Draft 2 via OWL                                               | <b>Exam prep</b>                                                                                                                                                                    |

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

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

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

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## **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](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](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 ([health@uwo.ca](mailto: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](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](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.