



WRITING 1020F (672)
Writing: Introduction to University Essay Writing
Fall 2026

Instructor: Dr. Olga Kharytonava
Email: vkharyt@uwo.ca

Course Information

Mode of Instruction: Online asynchronous

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 672)
Online course, Fall 2026

Instructor: Dr. Olga Kharytonava

E-mail: vkharyt@uwo.ca

Course duration: Sept 8 – Dec 9, 2026 (plus exam)

Hours of coursework per week: 5-6

Office hours: on Zoom or by appointment - Book through the [Calendar Link](#)

Course URL: Brightspace site

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>

Land Acknowledgement and Commitment to Truth and Reconciliation

We acknowledge that King's campus is on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. We are inspired by and grateful for Indigenous ways of knowing that teach us the interdependency and interconnectedness of all life forms, and our relationship of mutual reliance and shared destiny with other people, animals, and the earth. Finally, awareness of past and ongoing colonial injustices, and how education and childcare contexts have been used as vehicles for perpetuating colonial violence, is essential for those committed to studying and working in childhood and youth related fields, as is the commitment to reconciling with Indigenous communities.

Course Description

Welcome to Writing 1020F, 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](#).

The weekly readings (from *Academic Writing*, by Roe and den Ouden), lessons, writing tasks (exercises, quizzes, forum posts, and assignments), and resources for this course are all posted on this course OWL site. To keep up with the course requirements, finish each week's work on schedule. Use the

checklist on each week's page to make sure you have completed all that week's tasks. Don't hesitate to contact me if you have questions.

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

Writing 1020 can help you improve your performance in all your university courses. After taking this course, you should develop

- awareness of the goals, features, and methods of university-level academic writing;
- familiarity with some common academic genres (the review, the reflective essay, the essay proposal, the research essay);
- the ability to create clear and plausible arguments that show your awareness of the writing context;
- research skills, including the finding, selection, and critical evaluation of research sources
- skills in integrating evidence from research into your own writing through summary, paraphrase, and quotation, with correct citation;
- a sense of the structure of paragraphs, and of the essay as a whole;
- the ability to review the work of your peers constructively but critically;
- the ability to revise and edit your writing to ensure focus, clarity, unity, and correctness.

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

1. Roe, Steven C. and Pamela H. den Ouden. *Academic Writing: The Complete Guide*. 3rd edition. Canadian Scholars, 2018. ISBN: 9781773380407. Electronic text available through the [Western bookstore](#).
2. You will also be asked to read specific pages on [citation](#) and [grammar](#) from the [OWL Purdue website](#).

Academic Writing has a dense array of examples. Read the general writing advice and concepts (white background) attentively. Skim-read two or three examples (grey background) before you work on the Lesson. But when you are attempting a particular writing task, *closely* study 2-3 relevant examples. Take in the details: the type of argument, the structure of the paragraphs, the contents of the introduction; the tone, word choices, sentence length and style, the details of presentation (two-part title, carefully integrated paraphrases and quotations with citation, end-of-paper list of sources, line spacing, font choices) and so on.

Throughout the course, when reading, a) be an active reader, and b) a deep reader. An active reader constantly interacts with the text: from doing something as simple as looking up words to something as complex as making marginal notes expressing disagreement. A deep reader moves

from literal level of reading (accepting the surface meaning of words and images: “a rose is a rose is a rose”) to the interpretive level (is there an alternative meaning of this word, and what are its symbolic connotations? “A rose is a symbol of love in Burns”) to critical levels of analysis (Is it tiresome to have an 18th century idea about love-symbols invoked in today’s times? Why/why not?)

What technology do you need?

Writing 1020 (672) is offered through the learning platform called OWL, which is supported and maintained by Western Technology Services (WTS). It requires the latest version of accepted web browsers such as Firefox, Google Chrome, or Internet Explorer. You will need to be added to the course’s class list to access the site, so if you added the course late, you need to email me and let me know, so I can add you manually. You also need a Western University ID and password to log in.

Here is information to get you started: [OWL Getting Started](#). If you are having difficulties, you can access technical help by creating a work ticket on [OWL Support](#). If you have accessibility needs, you can find information on [OWL Accessibility](#), or contact OWL Support. Please do let me know if you need course materials in a different format, or if I can improve the course’s accessibility.

To take this course, you will also need:

- A stable high-speed internet connection
- A computer or other device with a webcam and microphone (a phone is not ideal)
- A quiet space to take part in occasional synchronous learning (group work, one-on-one conferences with me, etc.)

How can you succeed in this 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, including office hours, occasional group work, and an exam review, that will be scheduled after mutual consultation.

Each of the **highlighted** words in the notes below refers to an item in the left-hand menu on your course OWL page. **Full participation** in this course means you do the following things:

1. Use the **GET STARTED** tab to become familiar with the course OWL pages. Read this page carefully, open all the tabs on the left-hand menu on your first day, and explore each OWL feature to make the best use of it.
2. Get to know your instructor--**keep in touch with me!** If you need information or help, email me at vkharvt@uwo.ca. Use the **ZOOM** function (see the left-hand menu) to participate in group

meetings as well as a mandatory one-on-one meeting with me. If you have questions about this syllabus or about any course component, please **EMAIL** me!

3. Read the Course **SYLLABUS** carefully. The syllabus tells you what is expected of you as you read your assigned texts, interact with other students and with me, complete self-paced coursework as well as timed quizzes, tests, and assignments, and participate in community learning, group/pair tasks, and forum discussions. Be disciplined, professional, engaged, responsible for your own learning progress and contribute to the growth of our learning community.
4. Do your reading. Before you open each Lesson Read your textbook and recommended OWL Purdue pages actively, taking notes where appropriate. Reading for each week should take you around one hour. Your reading of the assigned textbook chapters/pages, will be tested in the short **TESTS AND QUIZZES**.
5. In the **SYLLABUS**, pay close attention to the **Course 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. [This interactive video](#) gives you tips on effectively using your syllabus to guide you.
6. The course has **11 LESSONS**, plus mandatory one-on-one meetings with me. This means **you must complete ONE lesson per week**. Don't postpone your work on the lessons, since this will affect your completion of the quizzes and tests before their closing date.
7. Pay attention to the **Assignment Schedule**, which includes assignments, quizzes, tests, and postings (see the **ASSIGNMENTS**, **FORUMS**, and **TESTS AND QUIZZES** tabs). Start working on your assignments early, not at the last minute. Make sure you have time to for an online appointment with a tutor at The Write Place, the writing support centre at King's. Don't miss submission deadlines.
8. The **CALENDAR** tab will help you manage your time responsibly. To succeed in this course, **each week** (for 12 weeks) you will need to spend between 5 and 6 hours as follows:
 - a. one hour on reading the textbook, including making notes
 - b. two hours on the Lessons
 - c. two to three hours on quizzes, research, and writing.

Some weeks may be less busy than others, but 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](#).

What happens if you don't log in regularly?

If I feel that you are not keeping up with the required work each week, I will ask you what is going on. I will do my best to work with you on any issues or problems you are facing. In the end, however, if you are simply not able to complete the work in a way that meets the course goals, I may ask that you be barred from writing the final exam. The Western calendar states: "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 expectations for ethical behaviour, politeness, and honesty govern your online interactions?

- You are all (like me) are expected to be professional, respectful, and kind to each other when you are interacting online. Be respectful of this course's goals, of each other's and my privacy, and of our diverse views and standpoints. Please do not record lectures without my explicit consent.
- 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.

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%. Expect to spend at least **two hours per week** on quizzes and assignments. You will do one or more of the following every week:

- a) Quizzes (open on Wednesday mornings and close on Friday nights in selected weeks; once opened, they are timed—e.g., a quiz might close after 40 minutes)
 - b) Forum postings (open on Wednesday mornings, close on Friday night in selected weeks; no time limit)
 - c) Assignments (see Assignment schedule for deadlines i.e., closing dates) and,
 - d) at the end of the course, the Final Exam.
- Complete your quizzes and forum postings, and submit your assignments on OWL--see the TESTS AND QUIZZES tool, the FORUMS tool, and the ASSIGNMENTS tool for details. All assignments, quizzes, tests, and examinations done online **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. Please keep copies of all your assignments;** if a submitted assignment is lost, you will be asked to submit the duplicate for grading immediately.
 - Before you submit either the first draft or your second draft of your Research Essay, you **must** receive feedback from **The Write Place**, which is the writing help centre at King's

Here's The Write Place Link: <https://kings.mywconline.com/>

Email: thewriteplace@kings.uwo.ca

Phone: 519-433-3491 ext. 4475

Location: Darryl J. King Student Life Centre, Room 113

- Tell the tutor you are attending a mandatory (required) appointment. The tutor will check your name off on their class-list copy. If you don't get this feedback, your essay may not be accepted.
- 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	Opens at 12 AM	Closes at 11.55 PM	OWL tab
Quizzes (based on readings and lectures)	15%	See Weekly Schedule		TESTS & QUIZZES
Forum posts (peer-to-peer interaction)	10%	See Weekly Schedule		FORUMS
Exercise 1: Short reflective essay (300)	5%	Sept 14 (Mon)	Sept 22 (Tues)	ASSIGNMENTS
Exercise 2: Critical summary (500)	5%	Sept 28 (Mon)	Oct 6 (Tues)	ASSIGNMENTS
Exercise 3: Essay proposal (250)	5%	Oct 5 (Mon)	Oct 20 (Tues)	ASSIGNMENTS
Term Essay DRAFT 1 (750)	10%	Oct 19 (Mon)	Nov 10 (Tues)	ASSIGNMENTS
Peer review letter (500)	10%	Nov 16 (Mon)	Nov 24 (Tues)	ASSIGNMENTS
Term Essay DRAFT 2 (750)	10%	Nov 16 (Mon)	Dec 7 (Tues)	ASSIGNMENTS
Final examination	30%	To be decided		ASSIGNMENTS
	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, **late assignments will not usually be accepted.** However, if you have compassionate or medical grounds for late submission, please follow the procedure set out in the Appendix to this course outline titled "Course Outline Policies Statement." **You must also 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 OWL, please e-mail the assignment to me at vkharyt@uwo.ca. No late submission will be accepted after the last day of classes unless you have arranged this with me via an academic counsellor.

Your Writing 1020 Weekly Schedule: Reading, Lessons, and Writing

This course has **eleven units**. Each unit, which should be completed during the week specified in your schedule below, asks you to complete specific **reading**, takes you through two to four short **lessons** (lectures), and requires you to complete one or more **writing** tasks. Lectures will be posted at the beginning of each week. The quizzes will test if you have read your textbook, since you will not fully benefit from listening to the lessons without preparing for them through reading. **In addition, you must attend a mandatory one-on-one Zoom meeting with me. You are welcome to request additional meetings by e-mail.**

Please keep a copy of all your assignments; if a submitted assignment is lost, you will be asked to submit the duplicate for grading.

Before you submit either the first draft or your 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. Tell the tutor you are attending a mandatory (required) appointment. The tutor will check your name off on their class-list copy. If you don't get this feedback, your essay will not be accepted.

The final examination will test your ability to read an essay critically, to construct a strong argument, to summarize, paraphrase and quote effectively, and to cite correctly.

Technology in this course

Students in this course will use laptops to complete assignments. All work will be submitted through Brightspace, and assignments need to be typed.

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.
- 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.

Use of Artificial Intelligence (e.g., ChatGPT)

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.

WEEK & UNIT NUMBER	READING AW = <i>Academic Writing</i> by Roe and den Ouden	LESSONS Go to the LESSONS tab	WRITING Go to TESTS AND QUIZZES, FORUMS, or ASSIGNMENTS tab
Week 1 Sept 9-11 UNIT 1	1. The course outline (go to the SYLLABUS tool) 2. AW pp. 1-9	1. Course syllabus and policies 2. Introducing ourselves 3. Academic writing & genre	1. FORUM POST, TOPIC 1 (2.5%) 2. QUIZ 1 on Genre (3%) 40 minutes
Week 2 Sept 14-18 UNIT 2	1. AW, pp. 104-107; skim-read two examples of personal introductions on pp. 136-142. 2. OWL Purdue pages on Quoting and Paraphrasing and AW pp. 214 to 223 3. Optional: watch this video from Western Dakota Tech on TEA	1. Personal reflection 2. Basic paragraphing 3. Paraphrase, quotation	1. QUIZ 2 on Paraphrase & quotation (3%) 40 minutes 2. Exercise 1: Reflection paper (5%)
Week 3 Sept 21-25 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: the question 2. Research site and topic 3. Two-part titles 4. Citation: avoiding plagiarism	1. FORUM POST, TOPIC 2 (finding topics) (2.5%) • Reflection paper due

Week 4 Sept 28-Oct 2 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. OWL Purdue page on research 4. UWaterloo page on summary	1. Conducting research 2. Summarizing an article	1. Exercise 2: Critical Summary of Article (5%) • Critical Summary due
Week 5 Oct 5-9 UNIT 5	1. AW pp. 70 to 74 and carefully 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. UofT page on proposals 3. AW pp. 209 - 214. 4. OWL Purdue MLA , APA , or CMS (browse through all pages related the style you choose).	1. Research proposals 2. More on citation: how to do in-text and end-of-text citation in a specific style BOOK YOUR WRITE PLACE APPOINTMENT THIS WEEK!	1. FORUM POST ON TOPIC 3 (Doing research) (2.5%) 2. Exercise 3 Essay proposal (5%)
Oct 10-18 Reading Week			
Week 6 Oct 19-23	Feedback week GET WRITE PLACE FEEDBACK on your proposal THIS WEEK!	Zoom one-on-one sessions: discuss your essay proposal with me Sign up	FORUM: Participation in the Zoom session (2.5%) • Essay Proposal due
Week 7 Oct 26-30 UNIT 6	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-page parts carefully while skim-reading the examples within the boxes.	1. Writing process: from working thesis to thesis 2. Essay structure and outlining 3. Introductions	1. QUIZ 3: Introductions (3%) 40 minutes 2. Research Essay ASSIGNMENT First Draft (10%)

Week 8 Nov 2-6 UNIT 7	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	1. Quiz 4: Body paragraphs and conclusions (3%) 40 minutes •
Week 9 Nov 9-13 UNIT 8	Read pp. 291-295 and pages on Revision from OWL Purdue.	1. Writing process: Revision 2. Reverse outlining	1. Peer Review ASSIGNMENT (10%) Term Essay First Draft Due
Week 10 Nov 16-20 UNIT 9	Your writing partner's draft essay	1. How to do a peer review	Peer Review Assignment
Week 11 Nov 23-27 UNIT 10	OWL Purdue on parts of speech , word forms , subject-verb agreement , verb tenses , run-ons	1. Editing for surface errors 2. Grammar practice GET WRITE PLACE FEEDBACK	1. QUIZ 5 Grammar (3%) 40 minutes Peer Review ASSIGNMENT due
Week 12 Nov 30-Dec 3 UNIT 11	MUST READ: Model Final Examination on OWL Lessons page	1. Exam practice 2. Zoom sessions as needed GET WRITE PLACE FEEDBACK	
Week 13 Dec 6-9	Review		Research Essay ASSIGNMENT Final draft (10%) Due
Final exam: (30%) Online exam. Details TBD			

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

**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.