



**WRITING 1002F (651)**  
**Introduction to Writing in English**  
**Fall/Winter 2023 - 2024**

Instructor: Emily Pez  
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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.

**Prerequisite(s):**

**Antirequisite(s):** The former Writing 0002F/G, Writing 1020F/G, Writing 1021F/G, Writing 1022F/G, Writing 2101F/G.

**Extra Information:** 3 lecture hours

**Course Weight:** 0.50

**Breadth:** Category B

**Subject Code:** WRITING

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**King's University College at Western University**  
**Department of English, French, and Writing**  
**Writing 1002F: Introduction to Writing in English (Section 651)**  
**Distance/Online Asynchronous Course, Fall 2023**

Welcome to the course!

### **Land Acknowledgement**

Acknowledging that King's 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 commit to advancing reconciliation. We hope to build relationships with, and respect for the knowledges of, the diverse Indigenous Peoples who are stewards of the land and contributors to our learning. We acknowledge how precious the land and waters are, and how precious are the creatures that live upon them.

### **Basic Course Information**

**Instructor name:** Dr. Emily Pez

**Instructor pronouns:** she/her

**E-mail:** [epez2@uwo.ca](mailto:epez2@uwo.ca) (I will do my best to respond within 24 business hours: Monday to Friday, 9 AM to 5 PM [Eastern Daylight Time [EDT] until Nov. 4, Eastern Standard Time [EST] beginning on Nov. 5]. If you have not received a response after 24 business hours, please e-mail me again—I may not have received your e-mail.)

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

**Office hours:** on Zoom (<https://westernuniversity.zoom.us/j/91575961604>, Passcode: 427166), Tuesdays, 8:30-9:30 AM (Eastern Daylight Time [EDT] until Nov. 4, Eastern Standard Time [EST] beginning on Nov. 5), and by appointment

**Course URL:** <https://owl.uwo.ca/portal/site/a22bd1b0-7e0a-4d9f-b460-599105f5c553>

### **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](#), or [Writing 2101F/G](#).

The textbooks, lessons, assignments, quizzes, test, and resources for this course will all be posted on the course OWL site. To find the course, go to <https://owl.uwo.ca/> and log in.

## 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. feel that you belong to a supportive community of learners and know how to access campus resources and supports;<sup>1</sup>
2. consider your own personal and cultural identities as a writer, and honour diverse cultural modes of communication;
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; and
10. have an overall sense of how genre governs writing, and produce writing in 4 genres.

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

**Your textbooks are available for free and are uploaded onto your course OWL site:** Find the TEXTBOOKS tool in the left-hand menu of the site.

### Mandatory Readings:

- Natarajan, S. (Ed.). (2019). *Thinking about writing: Mandatory readings for Writing 1002*. King's University College.
- *Additional readings for Writing 1002*. (2019). King's University College.
- Webpages or videos on **Indigenous Knowledges, citation, grammar, and other aspects of academic writing (see your Writing 1002 Schedule below)**. Available on the "Course Content" page on our course OWL site, the [OWL Purdue website \(https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html\)](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html), and the [University of Waterloo website \(https://uwaterloo.ca/writing-and-communication-centre/summary\)](https://uwaterloo.ca/writing-and-communication-centre/summary).

## What technology do you need?

- Writing 1002F (651) is offered through the OWL learning platform, which is supported and maintained by Western Technology Services (WTS). To access the course, use a web browser such as Firefox or

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<sup>1</sup> 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.

Google Chrome. You will need to be added to the course's class list to access the site, so if you added the course late, email me and let me know, and I can add you as a participant. You also need a Western University ID and password to log in.

- Here is information to get you started: [OWL Getting Started: https://owlhelp.uwo.ca/students/getting\\_started\\_student/index.html](https://owlhelp.uwo.ca/students/getting_started_student/index.html) If you are having difficulties, you can access technical help by creating a work ticket on [OWL Support: https://owlhelp.uwo.ca/contact\\_us/index.html](https://owlhelp.uwo.ca/contact_us/index.html) If you have accessibility needs, you can find information on [OWL Accessibility: \(https://owlhelp.uwo.ca/about/accessibility/index.html\)](https://owlhelp.uwo.ca/about/accessibility/index.html), or contact OWL Support.
- 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:
  - A stable high-speed internet connection
  - A laptop or other device with a microphone
  - A quiet space to study or take part in synchronous learning (ex. one-on-one meetings with me)

### **Accessibility at King's**

- 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, or language.
- Accommodations for exams or course delivery are your right; if you need any, please visit the [King's Accessibility and Counselling Office: https://www.kings.uwo.ca/current-students/student-affairs/accessibility-services/](https://www.kings.uwo.ca/current-students/student-affairs/accessibility-services/)
- Also, if you need accommodations, but you do not have formal accommodations from King's Accessibility and Counselling Office, please still reach out to speak with me.
- 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: https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/hr/accessibility/](https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/hr/accessibility/)

### **Support Resources for King's Students**

- To get friendly tutoring and feedback on your writing, contact [The Write Place: https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/](https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/)

- To get academic counselling (adding and dropping courses, choosing programs, and so on), contact [Academic Advising Services](https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/academic-deans-office/): <https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/academic-deans-office/>
- The [Accessibility, Counselling & Student Development \(ACSD\) Department](https://www.kings.uwo.ca/current-students/student-affairs/acsd-student-supports/) (<https://www.kings.uwo.ca/current-students/student-affairs/acsd-student-supports/>) offers a number of services including accessibility supports, personal counselling, and appointments with the King's Campus and Community Social Worker: <https://www.kings.uwo.ca/current-students/student-affairs/campus-and-community-social-worker/> Questions? Contact [acsd@kings.uwo.ca](mailto:acsd@kings.uwo.ca) or call 519-433-3491 ext. 7800.
- Please also visit [King's International](https://www.kings.uwo.ca/current-students/student-affairs/kings-international/) site, which provides information about supports for international students at King's: <https://www.kings.uwo.ca/current-students/student-affairs/kings-international/>
- Student support networks and resources at King's and Western:
  - Jennifer Slay, Director of Equity, Diversity, Inclusion, and Decolonization, [Jennifer.Slay@kings.uwo.ca](mailto:Jennifer.Slay@kings.uwo.ca)
  - Emily Carrothers, King's Campus and Community Social Worker, [Emily.Carrothers@kings.uwo.ca](mailto:Emily.Carrothers@kings.uwo.ca)
  - [Supports for Black and Racialized students at Western](https://www.uwo.ca/health/psych/Black_and_Racialized_student_support.html): [https://www.uwo.ca/health/psych/Black and Racialized student support.html](https://www.uwo.ca/health/psych/Black_and_Racialized_student_support.html)
  - [Supports for Indigenous Students](https://www.kings.uwo.ca/current-students/student-affairs/indigenous-students/): <https://www.kings.uwo.ca/current-students/student-affairs/indigenous-students/>
  - [Supports for 2SLGBTQIA+ students](https://www.kings.uwo.ca/current-students/student-affairs/2slgbtqia-online-resource-hub/): <https://www.kings.uwo.ca/current-students/student-affairs/2slgbtqia-online-resource-hub/>
  - [Mental health supports and groups at King's](https://www.kings.uwo.ca/current-students/student-affairs/mental-health-and-wellness-at-king-s/): <https://www.kings.uwo.ca/current-students/student-affairs/mental-health-and-wellness-at-king-s/>
  - [Prevention/reporting of gender-based violence](https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/resources/): <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/resources/>

### 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 that you will sign up for based on your own schedule, including office hours and a mandatory Zoom meeting with your instructor.

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

1. Use the **GETTING STARTED** tool to become familiar with the course OWL pages. Read this page carefully, open all the tools 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 and with each other!** If you need information or help, email me at [epez2@uwo.ca](mailto:epez2@uwo.ca). Use the **ZOOM** tool (see the left-hand menu) to attend office hours and your mandatory one-on-one meeting with me. If you have questions

about this syllabus or about any course component, please email me! I would love to help you and receive feedback from you too!

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 coursework as well as timed quizzes, a test, and assignments; and participate in community learning, group/pair tasks, and forum discussions. We all need to be disciplined, professional, engaged, responsible for our own learning progress, and contribute to the growth of our learning community.
4. Do your **reading**. **Before** you open each lesson, you must complete the reading from the textbook (see the **TEXTBOOKS** tool and **COURSE CONTENT** tool on the left-hand menu). When you read, you should find out word meanings, mark key ideas, and keep notes on your responses. Reading for each week should take you around one or two hours. **Your reading, including vocabulary and understanding of the articles in the textbook, will be tested in the quizzes.**
5. 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.
6. The course has **11** lesson units, found within **COURSE CONTENT**, plus mandatory one-on-one meetings with me. This means **you must complete ONE unit per week**. Don't postpone your work on the lessons since this will affect your completion of the quizzes and test before their closing dates.
7. **VOICETHREAD** is a tool used by your instructor to deliver lectures. Each of the VoiceThread lecture videos is also posted to the "Course Content" tool, along with a PDF text transcript and the PowerPoint slides used in the VoiceThread. For the first time you watch one of the lessons, I would try accessing the lessons directly via the VOICETHREAD tool. If you do this once, VoiceThread should be able to recognize who you are when you go to the "Course Content" page. If you have difficulty accessing the VoiceThread lessons (ex. if you are asked to sign in), please try clicking on the VOICETHREAD tool again, or email me.  
Also, use the **VOICETHREAD** tool to post your comments, questions, or suggestions to the weekly lessons. You each have your own diverse set of skills, knowledge, and experiences that you bring to our community, and I value these contributions. **Posts to VoiceThread will not be graded, although posting and reading each other's comments will enrich your experience of the course and help everyone learn.**

Here are instructions from VoiceThread.com on how to post a comment: "Begin by opening the VoiceThread and navigating to the slide on which you'd like to record a comment. At the bottom of that slide, you'll see a '+' icon." For a text comment, "1. Click on the 'ABC' button. 2. Type your text **comment**. 3. Click 'Save'. Note: You can enter URL in a text **comment**, and it will be hyperlinked automatically." If you click on one of the other buttons, you can also upload video or audio comments.

8. Pay attention to the **Assessment weights and due dates** chart below, which includes assignments, quizzes, a test (see the **ASSIGNMENTS** and **TESTS & QUIZZES** tools), and the final exam. There is also an ungraded forum post in the course (see the **FORUMS** tool), which will provide an important opportunity for you to get to know your classmates and learn from each other. Start working on your assignments early, not at the last minute. Make sure you have

time to book an online appointment with a tutor at The Write Place, the writing support centre at King's. Don't miss submission deadlines.

9. The **ANNOUNCEMENTS** tool will be used to remind you, through the course home page and your Western email, of upcoming deadlines and other important information. It is especially important to check your Western email, or forward your Western emails to your personal email, because of this. **It is essential to check your Western email each school day.**
10. The **CALENDAR** tool will help you manage your time responsibly. 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 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 [this page on Academic Dates and Events for Western University](https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/):  
<https://www.kings.uwo.ca/current-students/academic-resources/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 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 equitable and inclusive classroom community that honours each person's identity (including their pronouns) and self-expression.
- This course's content, created by your faculty members and fellow students (ex. in online posts to the class forums and lessons), should not be distributed, shared in any public domain, or sold without prior written consent of the faculty members or students. Please do not record lectures without my explicit consent.

### **What tests, quizzes, and assignments will you be doing?**

- Term assignments are worth 70% of your total course mark, and the final examination is worth 30%.
- 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.com routinely, but if I have concerns, I will ask for the assignment to be submitted for checking.



Students often resort to [plagiarism](https://www.lib.uwo.ca/tutorials/plagiarism/index.html) (<https://www.lib.uwo.ca/tutorials/plagiarism/index.html>) when they are under pressure, so time management is key. Shortcuts such as copy-pasting of large amounts of text, [contract cheating](https://www.uwo.ca/ombuds/pdf/aicotips.pdf) (<https://www.uwo.ca/ombuds/pdf/aicotips.pdf>), and [self-plagiarism](https://www.kings.uwo.ca/kings/assets/File/academics/ml/writePlace/academic/PlagiarismVoicethread-transcript-Aug-2020.pdf) (<https://www.kings.uwo.ca/kings/assets/File/academics/ml/writePlace/academic/PlagiarismVoicethread-transcript-Aug-2020.pdf>) are subject to [Western's scholastic discipline policy](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf) ([https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)). The assignments, quizzes, tests, and examinations 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.

- 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 1002 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.
- You will do one or more of the following every week: a) Quizzes, b) Forum posts, c) Assignments, and d) Tests. 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. **All quizzes are expected to take approximately 40 minutes to complete. All students will have 100 minutes to complete them. Consequently, most students who typically require extra time accommodation will not need any special arrangement for these assessments. The test is expected to take approximately 1 hour to complete. All students will have 2.5 hours to complete it. Consequently, most students who typically require extra time accommodation will not need any special arrangement for this assessment.** You must submit your assignments and complete your quizzes on OWL--see the TESTS & QUIZZES tool, the ASSIGNMENTS tool, and the FORUMS 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.
- 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](https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/appointments/) early: <https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/appointments/> Tell the tutor you are attending a mandatory (required) appointment. The tutor will check your name off on their class-list copy.



- 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, Unit 11. 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, from The Write Place or through AI tools like Chat GPT, is strictly prohibited and will result in a grade of zero on the exam.**

#### Assessment weights and due dates (Summary)

Assessment	Associated Writing 1002 Learning Outcomes from this document	Weight	Due date/time (Eastern Daylight Time [EDT] until Nov. 4, Eastern Standard Time [EST] beginning on Nov. 5)
Quizzes and Zoom meeting with instructor	# 1-10	15%	Through the course (see Schedule below)
Reflection essay (500 words)	# 1-5, 7, 10	5%	Sept. 25, 11:55 PM
Case analysis (750 words)	# 1-5, 7-10	10%	Oct. 10, 11:55 PM
Test: Paraphrase, summary, quotation, citation	# 1, 3, 6, 8, 9	10%	Opens Oct. 18, 12 AM, Closes Oct. 20, 11:55 PM
Research essay first draft (750 words)	#1-10	10%	Nov. 6, 11:55 PM
Peer review (500 words)	# 1-10	10%	Nov. 17, 11:55 PM
Research essay final draft (750 words)	# 1-10	10%	Dec. 8, 11:55 PM
Final examination	# 1-10	30%	Online (Opening and closing dates to be announced)
		<b>100%</b>	

#### 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 for each assignment (except for the final exam). If you need more than the extra 48 hours, and have compassionate, ceremonial, religious, spiritual, or

medical grounds for late submission, please follow the procedure set out on the “Academic Policies” pages at the end of this course outline.

- a. For assignments worth **10% or more** of the overall course grade, only the Academic Dean’s Office at King’s can give permission for late submission. Late submissions will only be accepted for compassionate, ceremonial, religious, spiritual, or medical reasons. To contact the Academic Dean’s Office, use the [Academic Consideration Request \(https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/academic-consideration-requests/\)](https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/academic-consideration-requests/). **Please contact me within 24 hours of the missed deadline, to set up a new submission date.** If you are permitted a late submission, please e-mail the assignment to me at epez2@uwo.ca.
- b. For assignments worth **less than 10%** of the overall course grade, please contact me about permission for late submission. Late submissions will only be accepted for compassionate, ceremonial, religious, spiritual, or medical reasons. **Please contact me within 24 hours of the missed deadline, to set up a new submission date.** If you are permitted a late submission, please e-mail the assignment to me at epez2@uwo.ca. Late submissions after the last day of classes can only be arranged with me via an academic counsellor from the Dean’s Office.
- c. **There will be no make-up tests or quizzes in the course;** however, if you need to miss a test or quiz for university-recognized reasons (compassionate, ceremonial, religious, spiritual, or medical reasons), contact the Academic Dean’s Office using the [Academic Consideration Request \(https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/academic-consideration-requests/\)](https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/academic-consideration-requests/), **and contact me within 24 hours of the missed deadline.** I will discuss accommodations with you.

### **Your Writing 1002 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 a specific **reading** (or watch specific **videos**), takes you through one to five short **lessons** (lectures), and asks you to complete one or more **writing** tasks. Lectures will be posted at the beginning of the week. Some writing tasks 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 a mandatory one-on-one virtual meeting with me. You are welcome to request additional meetings by e-mail or meet me during my office hours.

**Abbreviations (short forms) used in the schedule below:**

TAW = *Thinking About Writing* (look in OWL/TEXTBOOKS.) **MUST READ BEFORE THE LESSONS!**

AR = *Additional Readings* (OWL/TEXTBOOKS) **MUST READ** when you are writing your essay, and before the test and exam. Recommended reading before you listen to the lessons.

<b>WEEK &amp; UNIT NUMBER</b>	<b>READING</b> Go to COURSE CONTENT or TEXTBOOKS tool	<b>LESSONS</b> Go to COURSE CONTENT tool	<b>WRITING TASKS</b> Go to TESTS & QUIZZES, FORUMS, or ASSIGNMENTS tool
Week 1 Sept. 7-8  UNIT 1	MUST READ: 1. the course outline (go to the SYLLABUS tool) 2. VanDerwater, A. L. (2012). "Language(s)" (TAW) 3. Hunjeri, N. (2015). "Broken English" (TAW)	1. Introduction to the course 2. Two poems 3. Writing a bio-poem 4. Time management and coping with test stress (presentation from King's Accessibility, Counselling, and Student Development)	1. Writing a bio-poem and sharing it; <b>Due date: Sept. 15, 11:55 PM</b> ; post in OWL FORUMS (not graded)
Week 2 Sept. 11-15  UNIT 2	MUST READ: 1. Natarajan, S. (2019). "How I learned to think critically" (TAW) 2. Natarajan, S. (2019). "Writing your reflection essay" (TAW) RECOMMENDED: Zhang, Y. (2010). "The impact of ESL writers' prior writing experience on their writing in college" (AR)	1. How to write a Reflection essay 2. Telling an interesting story 3. Basic paragraphing 4. Creating two-part titles	
Week 3 Sept. 18-22  UNIT 3	MUST READ: 1. Pez, E., & Natarajan, S. (2019). "Case analysis: University students and plagiarism" (TAW) 2. Pez, E. (2019). "Writing your case analysis: A model analysis and instructions" (TAW)	1. The case study: Critical thinking in action 2. Applying a theory	1. <b>QUIZ 1</b> on "How I learned to think critically" & "Writing your reflection essay" (3%): opens Sept. 20, 12 AM, and <b>closes Sept. 22, 11:55 PM</b> ; submit on OWL TESTS & QUIZZES (100 minutes) 2. <b>Reflection essay ASSIGNMENT</b> (5%); <b>Due date: Sept. 25, 11:55 PM</b> ; submit on OWL ASSIGNMENTS

<p>Week 4 Sept. 25-29</p> <p>UNIT 4</p>	<p>MUST READ: 1. Natarajan, S. (2019). "LEP, ESL, ELL, EL, or Multilingual? Resisting the deficit model" (TAW)</p> <p>2. <a href="#">OWL Purdue page on quoting and paraphrase</a></p> <p>3. <a href="#">OWL Purdue page on paraphrase</a></p> <p>4. Natarajan, S. (2019). "Writing your research essay" (TAW)</p> <p>RECOMMENDED: Li, X. (2007). "Identities and beliefs in ESL writing: From product to processes" (AR)</p>	<p>1. Research essay writing process: Understanding the question and choosing a topic</p> <p>2. Writing good paragraphs</p> <p>3. Paraphrase and quotation</p> <p>4. APA in-text citation basics</p> <p>5. Understanding and Avoiding Plagiarism (the Write Place Video)</p>	<p>1. <b>QUIZ 2</b> on "Case analysis: University students and plagiarism" and "Writing your case analysis: A model analysis and instructions" (3%): opens Sept. 27, 12 AM, and <b>closes Sept. 29, 11:55 PM</b>; submit on OWL TESTS &amp; QUIZZES (100 minutes)</p>
<p>Week 5 Oct. 2-6</p> <p>UNIT 5</p>	<p>MUST READ: 1. Natarajan, S. (2019). "Beyond punishment: Complicating the story of student plagiarism" (TAW)</p> <p>2. <a href="#">University of Waterloo page on summary</a></p> <p>RECOMMENDED: Chien, S.-C. (2014). "Cultural constructions of plagiarism in student writing: Teachers' perceptions and responses" (AR)</p>	<p>1. Summary</p> <p>2. APA end-of-text citation basics</p> <p>3. Using the OWL Purdue APA Reference list pages to create Reference entries</p>	<p>1. <b>QUIZ 3</b> on "LEP, ESL, ELL, EL, or Multilingual? Resisting the deficit model" (3%): opens Oct. 4, 12 AM, and <b>closes Oct. 6, 11:55 PM</b>; submit on OWL TESTS &amp; QUIZZES (100 minutes)</p> <p>2. <b>Case analysis ASSIGNMENT</b> (10%); <b>Due Date: Oct. 10, 11:55 PM</b>; submit on OWL ASSIGNMENTS</p>
<p>Week 6 Oct. 10-13 (Oct. 9: Canadian Thanksgiving Holiday)</p> <p>UNIT 6</p>	<p>MUST READ: <a href="#">OWL Purdue page on research</a> When you visit this page, click on "Conducting Research," and then click on the sub-topics on the menu to the left (ex. "Research Overview," "Evaluating Sources of Information," "Searching Online," and "Internet References"). Take notes on information that is new to you.</p>	<p>1. Writing process: Research</p> <p>2. Information literacy unit: Evaluating and using sources</p>	<p>1. <b>QUIZ 4</b> on "Beyond punishment," summarizing, and end-of-text citation (3%): opens Oct. 11, 12 AM, and <b>closes Oct. 13, 11:55 PM</b>; submit on OWL TESTS &amp; QUIZZES (100 minutes)</p>

<p>Week 7 Oct. 16-20</p> <p>UNIT 7</p>	<p>MUST READ: 1. <a href="#">OWL Purdue page on thesis statements</a> 2. <a href="#">OWL Purdue on essay outlining</a> 3. <a href="#">OWL Purdue on introductions</a> 4. <a href="#">OWL Purdue on body paragraphs</a> 5. <a href="#">OWL Purdue on conclusions</a> 6. Martínez, R. A. (2018). "Beyond the English learner label: Recognizing the richness of bi/multilingual students' linguistic repertoires" (AR)</p>	<p>1. Writing process: From working thesis to thesis 2. Essay structure and outlining 3. Introductions, body paragraphs, conclusions (You are now ready to write your first draft of the research essay!)</p>	<p>1. <b>Research task:</b> find 2 peer-reviewed articles relevant to your chosen topic for your Research essay through a library search, and have the citations ready before opening the TEST 2. <b>TEST: Paraphrase, summary, quotation, citation (10%): Opens: Oct. 18, 12 AM, Closes: Oct. 20, 11:55 PM;</b> submit on OWL TESTS &amp; QUIZZES (2.5 hours)</p>
<p>Week 8 Oct. 23-27</p> <p>UNIT 8</p>	<p>MUST READ/WATCH: 1. Morcom, L. (2019). "<a href="#">A history of Indigenous languages -- and how to revitalize them</a>" (TEDxQueensU Talk video) 2. Antoine, A., Mason, R., Mason, R., Palahicky, S., &amp; Rodriguez de France, C. (n.d.) Indigenous epistemologies and pedagogies. In <a href="#">Pulling together: A guide for curriculum developers</a>. BCcampus.</p>	<p>1. Brunette-Debassige, C. (2022). Orientation to Indigenous Knowledge [Digital curriculum module]. In <i>Maatookiiying gaa-miinigoowiziying (Sharing our gifts)</i>. Western University. 2. Reflection on "Orientation to Indigenous Knowledges"</p>	<p>1. BOOK YOUR WRITE PLACE APPOINTMENT FOR YOUR RESEARCH ESSAY THIS WEEK!</p>
<p>Reading Week: Oct. 30-Nov. 5 (No classes)</p>			
<p>Week 9 Nov. 6-10</p> <p>UNIT 9</p>	<p>MUST READ: 1. <a href="#">Pages on revision from OWL Purdue</a> 2. Your writing partner's first draft of their essay</p>	<p>1. Writing process: Revision 2. Reverse outlining 3. How to do a peer review</p>	<p>1. <b>Research essay first draft ASSIGNMENT (10%); Due Date: Nov. 6, 11:55 PM;</b> submit on OWL ASSIGNMENTS; e-mail your essay to your writing partner by Nov. 6, 11:55 PM</p>
<p>Week 10 Nov. 13-17</p> <p>UNIT 10</p>	<p>MUST READ: 1. <a href="#">OWL Purdue page on parts of speech</a> 2. <a href="#">OWL Purdue page on word forms</a></p>	<p>1. Editing for surface errors (sentence fragments, comma splices, and run-ons)</p>	<p>1. <b>Peer review ASSIGNMENT (10%); Due Date: Nov. 17, 11:55 PM;</b> submit on OWL</p>

	3. <a href="#">OWL Purdue page on subject-verb disagreement</a> 4. <a href="#">OWL Purdue page on verb tenses</a> 5. <a href="#">OWL Purdue page on comma splices and run-ons</a>	2. Editing for surface errors (subject-verb disagreement, verb tense errors, verb form and word form errors) 3. Conferencing	ASSIGNMENTS, AND e-mail a copy to your writing partner 2. Use the SIGN-UP tool to sign up for next week's meeting with me
Week 11 Nov. 20-24	MUST READ: The feedback that I have given on your essay, which will be returned on Nov. 20; go to ASSIGNMENTS; <b>open the attachment</b> that I have returned with your grade to see the comments I have posted throughout your essay, AND see my <b>summary comments</b> .	1. <b>Zoom meetings:</b> discuss your essay with me; be prepared to ask me questions about your essay and my comments.	1. Participation in the <b>instructor meeting</b> (3%) on ZOOM 2. If you have not yet done so, GET WRITE PLACE FEEDBACK before you submit final essay
Week 12 Nov. 27-Dec. 1  UNIT 11	MUST READ: Model Final Examination on OWL "Course Content" page	1. Exam practice	1. If you have not yet done so, GET WRITE PLACE FEEDBACK before you submit final essay 2. <b>Research essay final draft ASSIGNMENT</b> (10%); <b>Due Date: Dec. 8, 11:55 PM;</b> submit on OWL ASSIGNMENTS 3. Complete Student Questionnaire on Courses and Teaching (SQCT) for this course

**Final exam:** (30%) Online exam. Opening and closing dates to be announced. (Mid-year exam period: Dec. 10-22, 2023)



## **Course Outline Policies Fall-Winter 2023**

### **1. Academic Accommodations, Consideration for Absences**

#### **Academic Accommodation**

Students with disabilities work with Accessibility Services which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#).

#### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

#### **Assessments worth less than 10% of the overall course grade:**

For work worth less than 10% of the total course grade, the instructor is empowered to grant academic considerations without referring the student to their academic counsellors. If an instructor chooses to do so, the mechanism for dealing with missed work (e.g., an extension, make-up opportunity, or reweighting) must be specified on the course outline to ensure fair treatment for all students. Note that in all cases where documentation (medical or otherwise) is required, it can *only* be collected by the Academic Dean's Office.

#### **Assessments worth 10% or more of the overall course grade:**

By policy, academic considerations for work totalling 10% or more of the final course grade can be granted only by the Academic Dean's Office. Students must provide valid medical or supporting documentation to the Academic Dean's Office as soon as possible. For further information, please consult the University's medical illness policy at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical%2015JUN.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical%2015JUN.pdf).

The Student Medical Certificate is available at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

#### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Dean's 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" (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Medical Illness – Undergraduate Students](#).

For the Student Medical Certificate (SMC), see:



[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

### **Accommodation for Religious/Spiritual Observances**

Students must notify instructors of the need for accommodation at least two weeks in advance of the date of recognized religious/spiritual observance. Please see the University-approved list of recognized religious and spiritual observances: [Western Academic Calendar](#). For accommodations for religious/spiritual observances not listed by the University, students should consult with [Academic Advising](#).

## **2. Support Services**

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College:

<http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

MentalHealth@Western provides a complete list of options about how to obtain help:

[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

Students can connect with King's Campus and Community Social Worker (Emily

Carrothers): <https://www.kings.uwo.ca/current-students/student-affairs/campus-and-community-social-worker/>

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

## **3. Statement on Use of Electronic Devices**

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

#### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see [https://elearningtoolkit.uwo.ca/tools/Originality\\_Reports - TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/Originality_Reports - TurnItIn.html). Please note that Turnitin analysis now also includes AI detection.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

#### **5. Copyright re: 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. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website they should ask for the student's written permission.

#### **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

#### **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. p