

Sch Interdisciplinary Studies

Academic Communication Essentials

2020-21 Academic Year

Program	Year	Semester
IS-General Arts and Science Certificate	1	1
IS-Pre-Health Sciences Pathway to Advanced Diplomas and Degrees Certificate	1	1
IS-Pre-Health Sciences Pathway to Certificates and Diplomas Certificate	1	1
IS-Pre-Health Sciences Pathway to Certificates and Diplomas Certificate (Online)	1	1
IS-General Arts and Science Certificate (Science and Engineering Preparation)	1	1
IS-General Arts and Science Certificate (Science and Engineering UOIT Transfer)	1	1

Course Code: COMM1715	Course Equiv. Code(s): N/A
Course Hours: 42	Course GPA Weighting: 3
Prerequisite: N/A	
Corequisite: N/A	
Laptop Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Delivery Mode(s): In class <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Correspondence <input type="checkbox"/>	

Pandemic remote teaching delivery mode <input checked="" type="checkbox"/> Fully asynchronous <input type="checkbox"/> Combined asynchronous and synchronous
Remote proctoring required Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Authorized by (Dean or Director): Stephanie Ball Date: July 2020

Prepared by		
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Course Description:

This course builds on students' understanding of the correct conventions of writing in preparation for work place correspondence and/or continuing academic studies. This course emphasizes the study of the mechanics of writing through the editing/revising of written passages. The application of proper grammar, sentence structure, punctuation, and organization is demonstrated through the submission of students' written work. Concurrently, the course further enhances students' reading comprehension skills through an analysis of both the form and content of published written work. (e.g. paragraphs, articles, essays, and editorials etc.)

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes No

PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Apply knowledge of standard language conventions through proofreading and editing written work by correcting errors, refining expression, and improving the clarity of the intended meaning.
- CLO2 Revise spelling, grammar, mechanics, and syntax in students' writing to enhance clarity of written work.
- CLO3 Analyze the form and content of published writing to enhance writing organization and reading comprehension skills.
- CLO4 Compose correct and clear sentences in unified and well-organized written work for an intended purpose and audience.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Online Activity: Completion of Grammar Exercises and/or participation in weekly online discussions	CLO1, CLO2	EES1, EES2, EES6, EES10, EES11	10
Quiz: Grammar Quizzes	CLO1, CLO2	EES1, EES2, EES6, EES10, EES11	10
Assignment: Proofreading and Editing Assignments (#s 1, 2, 3, & 4) (each assignment is worth 5%--the top 3 highest marks earned are included in the final grade)	CLO1, CLO2	EES1, EES2, EES6, EES10, EES11	15
Test: Reading Comprehension I (Week 5)	CLO3	EES1, EES2, EES6, EES8, EES10, EES11	7.5
Test: Reading Comprehension II (Week 11)	CLO3	EES1, EES2, EES6, EES8, EES10, EES11	7.5
Assignment: Writing Evaluation Assignment (5%-Peer Scholar Activity-Week 10) (15%-final submission of the WEA -Week 12)	CLO1, CLO2, CLO4	EES1, EES2, EES6, EES8, EES10, EES11	20
Test: Test 1 (Week 7)	CLO1, CLO2, CLO4	EES1, EES2, EES10, EES11	15
Test: Test 2 (Week 14)	CLO1, CLO2, CLO4	EES1, EES2, EES10, EES11	15
Total			100%

Notes:

1. The Peer Scholar Activity (worth 5%) must be completed in its entirety for the student to submit his/her Writing Evaluation Assignment (worth 15%) for evaluation. As such, a student who does not complete the Peer Scholar Activity will not be permitted to submit his/her Writing Evaluation Assignment for grading.
2. All assignments, quizzes, and tests are to be completed independently. As such, there are no group or paired assignments/assessments.
3. All evaluations must be completed, in full, in order to demonstrate the learning outcomes and receive a credit for this course.
4. Assignments are to be submitted electronically on the due date unless otherwise directed by the professor. Assignments must be submitted in accessible files that can be opened and read; as such, Google docs, .jpg, and web addresses (.html) etc. are not acceptable forms for assignment submission and will result in a mark of "0". For online submission, please refer to the assignment due date posted under the "Activities" tab under "Assignments".
5. A detailed document outlining expectations and evaluation criteria will be distributed for the Writing Evaluation

Assignment.

6. In-class activities occur in the classroom and will only be given once. They cannot be made up or supplemented. Any missed in-class activities will be assigned a mark of "0". (Not applicable to online Communications 1715 students.)
7. All written assignments must be type-written. Specific instructions regarding format and referencing will be provided.
8. The Grammar Quizzes account for 10% of the final grade; however, the lowest two quiz marks earned will be excluded from the final grade calculation.
9. The Grammar Exercises and the Grammar Quizzes have specific due dates which will be announced at the beginning of the semester.
10. The Proofreading and Editing Assignments account for 15% of the final grade. There are four Proofreading and Editing Assignments in total. The lowest mark earned from the four assignments will be excluded from the final grade calculation.
11. Test dates are tentative and will be confirmed by the professor.
12. The format of tests will be discussed prior to their scheduled dates. Dates will be announced in-class and/or posted on DC Connect.
13. Students who miss either Test 1 or Test 2, and supply appropriate documentation within 24 hours of the missed test, will have the opportunity to write a Comprehensive Test in Week 14. Please note that the Comprehensive Test covers material from Weeks 1-14.
14. An interim mark will be determined for all first year students to identify their academic progress. This mark will be based on the results of the following evaluations: Grammar Exercises (Weeks 1-7) 5%, Grammar Quizzes (Weeks 1-7) 5%, Proofreading and Editing Assignment 5%, Reading Comprehension I 7.5%, and Test 1 15%.
15. Students may earn a 1% bonus toward their final grade for the completion of both the Introductory Assessment Exercise and the Concluding Assessment Exercise (Weeks 1 & 14, respectively). As such, this bonus percentage will not be included in calculation of the interim grade.
16. TECHNOLOGY REQUIREMENTS:
 - high speed internet connection (a 'wired' connection is advised, especially during live proctored tests and exams for PHSO)
 - Operating Systems: Windows 7 or MAC OS 10.5 are preferred (Please Note: Windows 8 and Microsoft Surface tablets are not supported by some of the software used in this program (there may be difficulties accessing and completing assignments and the required live online proctoring process for tests and exams for PHSO may be unavailable.)

Additional requirements for PHSO:

- document scanner (e.g. like the ones found in most printers) is required so handwritten work can be uploaded to the professor for evaluation, when requested
- webcam
- microphone
- Microsoft Word or Microsoft Word for Mac
- Adobe (free download)
- Skype (free download)

Any questions about technical requirements / issues should be directed to the respective professor as soon as possible

Required Text(s) and Supplies:

1. Norton, Sarah, Brian Green, Nell Waldman. The Bare Essentials. Ninth Edition. U.S.A.: Nelson Education Limited, 2016. ISBN 0176923535. (Textbook/Workbook pkg.)
2. TECHNOLOGY REQUIREMENTS:
 - high speed internet connection
 - Windows XP, 7 or 8 or MAC OS 8.1 or better
 - scanner or smartphone for electronic submission of assignments

ADDITIONAL REQUIREMENTS FOR ONLINE COMM 1715:

- Webcam
- Microphone
- Microsoft Word (Microsoft Word for Mac)
- Adobe (free download)
- Skype (free download)

Recommended Resources (purchase is optional):

1. Any standard Canadian dictionary published since 2000.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

<p>General College policies related to</p> <ul style="list-style-type: none">+ Acceptable Use of Information Technology+ Academic Policies+ Academic Honesty+ Student Code of Conduct+ Students' Rights and Responsibilities can be found on-line at http://www.durhamcollege.ca/academicpolicies	<p>General policies related to</p> <ul style="list-style-type: none">+ attendance+ absence related to tests or assignment due dates+ excused absences+ writing tests and assignments+ classroom management can be found in the Program Guide (full time programs only) in MyCampus http://www.durhamcollege.ca/mycampus/
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Course Specific Policies and Expectations:

IN-CLASS EXPECTATIONS

CELL PHONES/ELECTRONIC DEVICES: Electronic communication devices will be turned off and not used in the classroom unless part of the objectives or learning activities of a course or lesson. Students who disrupt a class to the detriment of the other members of the class will be asked to leave.

ATTENDANCE: Attendance is closely linked to student success. Regular attendance is strongly encouraged as it has been shown to be the best predictor of student success. This course is designed to build on skills previously learned and applied in class. A student missing topics will be less able to complete subsequent assignments. If a student is absent from class, it is his/her responsibility to learn what was missed prior to the next class.

It is the student's responsibility to attend all classes, labs, evaluations etc. In the event that the student cannot fulfill this obligation, it is the student's responsibility to notify the faculty, as required. The faculty may require documentation to substantiate an absence. Each student is responsible for any missed materials and instruction as a result of the absence. In addition, it is the student's responsibility to complete all assignments and to be aware of announcements made. It is the student's responsibility to arrive early, review notes, readings, and other requirements prior to class.

This course has been developed to enhance skills that students need to be successful in college and the workplace, and as such, some of the writing assignments have been designed to take place in the classroom with peer and faculty support. Students should ensure that they are available in class to complete required work. Attendance must be regular. It is critical to successful completion of the course. Information is supplied during class hours via lectures and hands-on practical application of new procedures. It is impossible to make up the experience of a class critiquing session or environment.

LATE ARRIVAL: Faculty recognize that there may be legitimate reasons for late arrivals. If you arrive late for class, please enter the classroom as quietly as possible and/or wait until there is a formal break in the class to minimize disruption to students who arrived on time. If you disturb the class upon your arrival, you will be asked to leave the class. If you arrive late on a regular basis and disturb a class already in progress, the faculty has the right to prohibit entry to the classroom until a suitable break occurs.

During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival may not be permitted. (Special circumstances may be presented to the faculty in advance of the class for consideration). Students who arrive late on the day of a test will not be given any additional time to complete the test. No late arrivals will be permitted after the first 20 minutes of the test start time.

MISSED CLASS: A student who misses class time is responsible for catching up on missed work. This is not the instructor's responsibility. Waiting until the next class to discover what was missed (such as in-class assignments) is not wise.

To be consistent with workplace practices, students are expected to contact their professor by email or phone prior to the scheduled class time they are unable to attend class.

DISRUPTIONS: Any disruptive behaviour in the classroom may result in the student(s) being asked to leave. Students causing disturbances or creating noise, including talking and ambient noise from headphones, will be cited and face disciplinary actions, according to the Policies and Procedures outlined in the Student Handbook.

ONLINE COURSE EXPECTATIONS

For the online course, accessing the online course content and resources regularly is expected and necessary for the successful completion of this course. This course should be approached like any other course, meaning that students must plan for, and commit time to lectures/online activities, as well as time for practicing concepts, completing online assignments, and studying for the formal evaluations.

The course is administered using the college learning management system called 'DC Connect'. Therefore, it is critical that students familiarize themselves with access to, and all the features of, DC Connect as soon as possible at the beginning of the course.

A number of tasks will be assigned throughout the semester such as quizzes, discussion posts, and assignments. There are no make-up opportunities for these activities if the due dates are missed. It is suggested that students log in every Monday or Tuesday to begin each week's tasks. Unless otherwise noted, activities/assignments are due by 11:55 p.m. on the Sunday of the week indicated in the Learning Plan.

IN-CLASS AND ONLINE EXPECTATIONS

COMMUNICATION: Students are expected to check DC Connect/MyCampus, daily, for both college-wide and program-specific information. Each Durham College student has a DC Connect/MyCampus e-mail address which he/she should check daily. Communication between students and faculty via e-mail is limited to the DC Connect/MyCampus system.

Should a student have a login and/or performance issue with DC Connect/MyCampus, it is his/her responsibility to report the issue(s) to the IT Help Desk by calling 905-721-3333 or visiting the Computer Commons room.

It is the student's responsibility to keep the faculty informed about any circumstances which may be interfering with the student's success in the course. The faculty cannot provide support and assistance if they are not aware that a problem exists.

If a student has a concern about an individual course, the first line of solution should be a discussion with his/her faculty. If the issue cannot be solved through collaboration, the student is advised to make an appointment with the Student Advisor of the School of Interdisciplinary Studies.

RESPECT: Students must conduct themselves with consideration for their classmates, inside and outside scheduled class hours. All students are entitled to enjoy a quiet working environment free of careless distractions and disturbances.

WRITTEN ASSIGNMENTS: All written papers are to be submitted to the faculty through the college learning management system (DC Connect) by the specified date and time. Unless otherwise directed by the faculty, submissions made by other means (including, but not limited to e-mail or hard copy) will not be accepted and will result in a "0" grade for the assignment.

Late assignments:

- Late Assignment: This is an assignment that has been submitted late, and there has not been a written contractual agreement between the student and the faculty to extend the time for the assignment to be submitted. This assignment is considered late and will be assigned a grade of "0".

- Negotiated Late Assignment: Faculty are under no obligation to accept or negotiate a late assignment.

A negotiated late assignment is an assignment that has been submitted late with the written permission of the faculty. It is the responsibility of the student to request permission to negotiate a late assignment no later than 48 hours prior to the submission date.

If the faculty has granted permission to the student to negotiate a late assignment, the faculty and student will have mutually agreed on the time/extension that the student will receive to submit the assignment. The negotiated due date cannot extend more than 3 days past the original due date of the assignment. At a minimum, the student's grade will be penalized at the rate of 10% per day (including the due date of assignment) for each extra negotiated day (including weekends). For example, if a late assignment received one day late earned a mark of 8/10, the student's recorded mark will be 7.2/10 (10 percent of 8 is 0.8)

- Extenuating Circumstances: The faculty may consider individually (rare extenuating circumstances) that which could possibly cause an assignment to be late. The student must provide appropriate documentation (e.g. note from doctor, dentist, lawyer, etc.) within 24 hours of the missed due date to validate the absence and secure permission for the assignment to be submitted at a later time and/or date. A mark of zero (0) will be entered as a grade until the appropriate documentation is presented and accepted by the faculty.

IN-CLASS TEST EXPECTATIONS AND PROCEDURES - Test writing is taken seriously and is conducted under structured circumstances. In an attempt to ensure academic integrity, the following procedures will be followed for all tests and exams:

It is the student's responsibility to meet the following:

1. Check the test time carefully. Ensure awareness of the time and place that the test is being written. No time extensions will be granted for late arrivals. No late arrivals will be permitted after the first 20 minutes of the test start time.

2. Students who have been identified by the Access and Support Centre (ASC) as having special requirements will write tests and exams commencing at the scheduled time in the Test Centre or other location as determined by ASC. It is the student's responsibility to make appropriate arrangements and communicate them to the faculty.

3. Keep only erasers, pens, pencils, and tissues on the desk. All other materials and personal possessions brought to class must be removed from the desk and placed under the student's chair. This includes, but is not limited to,

electronic devices, coats, hats, purses, pencil cases, book bags, books, or loose paper. Any other required items will be supplied. Students writing a Scantron test are required to use a pencil.

4. Students are expected to follow testing instructions as given by the faculty. Further, students should be respectful of the testing environment and of their peers also writing the test.

MISSED TEST: Students are expected to write all tests during the scheduled times. Should this not be possible, the student must notify the faculty within 24 hours of the scheduled test time. Voicemail messages and email messages are acceptable forms of notification if you are unable to speak with the faculty.

Failure to contact faculty will result in a mark of "0" for the missed test. The opportunity to write a missed test is discretionary and may be granted based on meeting the following criteria:

- notifying faculty 24 hours prior to the scheduled test time, and
- meeting with the faculty to discuss the absence.

EXTRA ASSIGNMENTS: Students will not be allowed to do extra assignments to bring up their mark at the end of term. Students must complete and hand in term work as it is assigned.

CONTENT: Material produced in or for class must be in good taste and mature in nature.

ORIGINAL WORK: All material produced in or for class (whether text, image, or digital) must be original or correctly cited. Plagiarism is a form of stealing. It includes, but is not limited to, failure to indicate the ideas, data, graphic elements, or language of another without specific and proper acknowledgment. Students who plagiarize, or cheat in any way, will be cited and face disciplinary actions according to Durham College's Academic Integrity Policy (ACAD - 101).

Please make note that plagiarism includes taking the work of another student (or work downloaded from the internet) and submitting it as your own, even if you 'tweak' it. Giving your work to another student to submit, even if the other student 'tweaks' it, is also plagiarism. Plagiarism also includes submitting work that you have done previously from another course. If you are unclear on what constitutes 'reference material', please discuss it with your faculty.

BACKING UP COURSE WORK: Students are responsible for ensuring their work is being backed up on a regular basis.

SHARING/LENDING WORK: Do not lend your storage device or hard copy of assignments to other students. Consulting with a classmate during regular class activities (not during a test) is equivalent to consulting with a colleague in the workplace and is quite appropriate. Be sure you are clear on the difference between "consulting" and "copying" or "sharing" work. Academic dishonesty is considered to be a serious offence at Durham College. Penalties and consequences are outlined in the College Academic Integrity Policies.

ACADEMIC ASSISTANCE: Students are encouraged to discuss academic concerns with the faculty. Additional help from the faculty is available (by appointment) outside of class time for individuals or groups on an as-needed basis. Academic issues that can affect a student's success (i.e. course selection, success strategies) may also be discussed with the Student Advisor in the School of Interdisciplinary Studies (Room SW216).

CAMPUS MEDIATION SERVICES: This program specifically endorses and will use, where appropriate, Campus Mediation Services (CMS). For details regarding the policy for CMS, please refer to the School of Justice and Emergency Services at mediation@dc-uoit.ca. This program specifically acknowledges pluralism and that through distinctions, in race, creed, ability, place of origin and/or sexual orientation, there are many ways of making meaning in this world. This program specifically endorses, where possible, the use of readings, discussions and case studies that enable students to adapt to differences with real empathy, recognize the legitimacy of those differences and develop tolerance and support for new concepts of compatibility.

STUDENT ACADEMIC LEARNING SERVICES: Student Academic Learning Services (SALS) provides academic skills instruction and tutoring for students wishing to improve their academic success. Services offered to students include the following:

- one-to-one appointments
- academic clinics and workshops held monthly, per semester and/or at a professor's or student's request
- subject specific supports in a variety of disciplines
- college peer tutoring program
- drop-in assistance, when schedules permit
- software tutorials in the subject areas of math, English, and science
- links to online academic resources

Students are invited to visit the Academic Learning Centre or their website, <http://durhamcollege.ca/lsc>, to determine the most appropriate way to make use of the services available.

Please note the following: The learning plan below is the same for both in-class and online COMM 1715. However, the method of delivery is different.

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <https://durhamcollege.ca/about/governance/policies/academic-policies> .
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours: 3	Delivery: In Class
1	Course Learning Outcomes CLO1	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES8, EES10, EES11	Practiced: EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives Introduction to Course Expectations for Class Learning Environment Overview of Program Introduction to the Learning Management System - Locate and access the tools in DC Connect	
	Intended Learning Activities Introduction exercise Discussion and development of learning environment Discussion of Program Learning Outcomes in relation to this course Introductory Assessment Exercise Lecture, guided discussion, and interactive exercises	
	Resources and References Course Outline Program Guide DC Connect	
	Evaluation Online Activity: Completion of Grammar Exercises and/or participation in weekly online discussions	Weighting 10% ongoing

Wk.	Hours:	3	Delivery:	In Class
2	Course Learning Outcomes CLO1, CLO3			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES6, EES8, EES10, EES11	Practiced:	EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives Distinguish the various parts of speech Analyze the form and content of published works for reading comprehension			
	Intended Learning Activities Lecture, guided discussion, interactive exercises			
	Resources and References Appendix A pp. 286-294			
	Evaluation Quiz: Grammar Quizzes		Weighting 10% ongoing	
Wk.	Hours:	3	Delivery:	In Class
3	Course Learning Outcomes CLO1, CLO3			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES6, EES8, EES10, EES11	Practiced:	EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives Compare different levels of language Select language appropriate for workplace correspondence/academic environments Compare homonyms and their correct uses Analyze the form and content of published works for reading comprehension			
	Intended Learning Activities Lecture, guided discussion, interactive exercises			
	Resources and References Chapters 1 & 2			
	Evaluation			

Wk.	Hours: 3	Delivery: In Class
4	Course Learning Outcomes CLO1, CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES8, EES10, EES11	Practiced: EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives Apply the correct use of the apostrophe Identify the subjects and verbs in various types of sentences Proofread and edit problematic writing Analyze the form and content of published works for reading comprehension	
	Intended Learning Activities Lecture, guided discussion, interactive exercises	
	Resources and References Chapters 3 & 5	
Evaluation Assignment: Proofreading and Editing Assignments (#s 1, 2, 3, & 4) (each assignment is worth 5%--the top 3 highest marks earned are included in the final grade)		Weighting 5%--P&E Assignment #1
Wk.	Hours: 3	Delivery: In Class
5	Course Learning Outcomes CLO1, CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES8, EES10, EES11	Practiced: EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives Correct sentence fragments Correct run-on sentences Analyze the form and content of published works for reading comprehension	
	Intended Learning Activities Lecture, guided discussion, interactive exercises	
	Resources and References Chapters 6 & 7	
Evaluation Test: Reading Comprehension I (Week 5)		Weighting 7.5%

Wk.	Hours: 3	Delivery: In Class
6	Course Learning Outcomes CLO1, CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES8, EES10, EES11	Practiced: EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives Choose correct verb forms Maintain tense consistency Analyze the form and content of published works for reading comprehension Proofread and edit problematic writing	
	Intended Learning Activities Lecture, guided discussion, interactive exercises	
	Resources and References Chapters 11 & 13	
Evaluation Assignment: Proofreading and Editing Assignments (#s 1, 2, 3, & 4) (each assignment is worth 5%--the top 3 highest marks earned are included in the final grade)		Weighting 5%--P&E Assignment #2
Wk.	Hours: 3	Delivery: In Class
7	Course Learning Outcomes CLO1, CLO2	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES8, EES10, EES11	Practiced: EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives Apply grammatical concepts from the first half of the semester in review for Test 1	
	Intended Learning Activities Lecture, guided discussion, interactive exercises	
	Resources and References Appendix A. pp. 286-294 Chapters 1,2,3,5,6,7,11 & 13	
Evaluation Test: Test 1 (Week 7)		Weighting 15%

Wk.	Hours: 3	Delivery: In Class
8	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES8, EES10, EES11	Practiced: EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives	
	<p>Discuss the writing process</p> <p>Examine organized writing</p> <p>Develop, revise, and edit an outline</p> <p>Apply correct grammar, sentence structure, punctuation to written work</p> <p>Analyze the form and content of published works for reading comprehension</p> <p>Analyze and provide feedback on peer writing using the Peer Scholar tool</p>	
	Intended Learning Activities	
Lecture, guided discussion, interactive exercises		
Resources and References		
Peer Scholar tool		
Evaluation		

Wk.	Hours: 3	Delivery: In Class
9	Course Learning Outcomes CLO1, CLO2, CLO4	
	Essential Employability Skills Taught: EES1, EES2, EES6, EES8, EES10, EES11 Practiced: EES1, EES2, EES6, EES8, EES10, EES11	
	Intended Learning Objectives Apply the correct use of the comma Apply the correct use of the colon Apply the correct use of the semi-colon Develop, revise, and edit an outline Revise and edit personal writing for submission Analyze the form and content of published works for reading comprehension Analyze and provide feedback on peer writing using the Peer Scholar tool	
	Intended Learning Activities Lecture, guided discussion, interactive exercises	
	Resources and References Chapters 17, 18 & 19 Peer Scholar tool	
	Evaluation	

Wk.	Hours: 3	Delivery: In Class
10	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES8, EES10, EES11	Practiced: EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives	
	Correct for subject-verb agreement errors	
	Apply correct pronoun form	
Proofread and edit problematic writing		
Develop, revise, and edit an outline		
Revise and edit personal writing for submission		
Analyze the form and content of published works for reading comprehension		
Analyze and provide feedback on peer writing using the Peer Scholar tool		
Intended Learning Activities		
Lecture, guided discussion, interactive exercises		
Resources and References		
Chapters 12 & 14		
Peer Scholar tool		
Evaluation	Assignment: Proofreading and Editing Assignments (#s 1, 2, 3, & 4) (each assignment is worth 5%--the top 3 highest marks earned are included in the final grade)	Weighting 5%--P&E Assignment #3

Wk.	Hours: 3	Delivery: In Class
11	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES8, EES10, EES11	Practiced: EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives	
	Correct for pronoun-antecedent agreement errors	
	Maintain correct person agreement	
Develop, revise, and edit an outline.		
Revise and edit personal writing for submission.		
Analyze the form and content of published works for reading comprehension.		
Intended Learning Activities		
Lecture, guided discussion, interactive exercises		
Resources and References		
Chapters 15 & 16		
Evaluation Test: Reading Comprehension II (Week 11)		Weighting 7.5%

Wk.	Hours:	3	Delivery:	In Class
12	Course Learning Outcomes CLO1, CLO2, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES6, EES8, EES10, EES11	Practiced:	EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives Correct modifier problems Apply the concept of parallelism Revise and edit personal writing for submission			
	Intended Learning Activities Lecture, guided discussion, interactive exercises			
	Resources and References Chapters 8 & 9			
Evaluation Assignment: Writing Evaluation Assignment (5%-Peer Scholar Activity-Week 10) (15%-final submission of the WEA -Week 12)			Weighting 20%	
Wk.	Hours:	3	Delivery:	In Class
13	Course Learning Outcomes CLO1			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES6, EES8, EES10, EES11	Practiced:	EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives Apply the correct use of capital letters Apply the correct use of quotation marks Proofread and edit problematic writing			
	Intended Learning Activities Lecture, guided discussion, interactive exercises Concluding Assessment Exercise			
	Resources and References Chapters 4 & 20			
Evaluation Assignment: Proofreading and Editing Assignments (#s 1, 2, 3, & 4) (each assignment is worth 5%--the top 3 highest marks earned are included in the final grade)			Weighting 5%--P&E Assignment #4	

Wk.	Hours: 3	Delivery: In Class
14	Course Learning Outcomes CLO1	
	Essential Employability Skills	
	Taught: EES1, EES2, EES6, EES8, EES10, EES11	Practiced: EES1, EES2, EES6, EES8, EES10, EES11
	Intended Learning Objectives Apply grammatical concepts from the second part of the semester in review for Test 2	
	Intended Learning Activities Lecture, guided discussion, interactive exercises	
	Resources and References Chapters 12, 14, 15, 16, 8, 9, 17, 18, 19, 4, & 20	
Evaluation Test: Test 2 (Week 14)		Weighting 15%