Preparing for Academic Success

2021-22 Academic Year

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

Course Code: PREP 1300		**Course Equiv. Code(s):** N/A	
Course Hours: 42		**Course GPA Weighting:** 3	
Prerequisite: N/A			
Corequisite: N/A			
Laptop Course: Yes [ ] No [X]			
Delivery Mode(s): In class [ ] Online [ ] Hybrid [X] Correspondence [ ]			

Pandemic remote teaching delivery mode [ ]	**Fully asynchronous** [X]	**Combined asynchronous and synchronous**	
Remote proctoring required Yes [ ] No [X]			
Authorized by (Dean or Director): Stephanie Ball	**Date:** July 2021		

Prepared by		
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This course supports the following program(s) and program learning outcomes.

GASC: General Arts and Sciences (Certificate)

#1. Design ongoing strategies and plans for personal, academic and career development.

#2. Acquire specific academic skills which are needed for success in a future program of studies.

#3. Develop, through general knowledge gained in a wide range of subjects, insight into both self and society.

#5. Understand and utilize critical thinking processes and problem solving techniques

Course Description:

Preparing for Academic Success is designed to help students discover who they are as learners and as active agents of their own post-secondary journey. This highly participatory course invites students to define what academic and career success means to them through self-reflection and planning exercises. Students are also invited to cultivate strategies and techniques that will help them to develop critical thinking, informational literacy, goal setting, active reading, note taking, test preparatory, time- and self-management skills. This course presents opportunities for students to connect with Durham College's services and resources to enhance their post-secondary experience. The ultimate goal of Preparing for Academic Success is to help students effectively identify and clarify skills, attitudes, and outlooks that help bridge the gaps between academic achievement, campus and community connections, and life after school, including personal and professional aspirations. Through various activities, application, and reflection, the material covered in this course should support and assist students in their other post-secondary courses.

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 | X | **No** | |

PLAR Assessment (if eligible):

| X | Assignment

| X | 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   Develop a plan to achieve personal and academic goals using appropriate goal-oriented, time- and self-management strategies and techniques.

CLO2   Describe the Durham College and community resources that support personal, educational, and career goals to enhance the overall post-secondary experience.

CLO3   Apply best practices in the areas of self-reflection, reading comprehension, note taking, test-writing, informational literacy, and critical thinking, among others, to ensure success in post-secondary courses and subjects.

CLO4   Analyze interpersonal relationships, strengths, weaknesses, roles, conflict, and contexts, individually and in group settings, to improve academic, personal, and professional success.

Essential Employability Skill Outcomes (ESSO)

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

[X] 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.

[X] 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.

[X] EES 5. Use a variety of thinking skills to anticipate and solve problems.

[X] EES 6. Locate, select, organize, and document information using appropriate technology and information systems.

[X] EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.

[X] EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.

[X] EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

[X] 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
In Process: Active student engagement with the course, in class and online (ongoing in-process participation and assessments).	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES5, EES7, EES8, EES9, EES10	20
Assignment: Mapping the semester: time management/managing priorities (a blueprint for success).	CLO1, CLO3	EES1, EES7, EES10	15
Assignment: My college experience and transformation reflection about college-based supports.	CLO2, CLO3	EES1, EES2, EES10	10
Assignment: Metacognitive Learning journals -why are you here? Where are you going? What have you learned?	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES7, EES10	20
Project: Team research project/proposal (5%), self-/peer-evaluations (5%) and the finished product (10%).	CLO2, CLO3, CLO4	EES1, EES5, EES6, EES7, EES8, EES9, EES10	20
Quiz: Quizzes (knowledge checks x3; review and application of key concepts, topics, etc.).	CLO2, CLO3	EES1, EES2, EES7, EES10	15
Total			**100%**

Notes:

1. In order to earn in-process marks, students must be present in class the day the activities take place and meet the submission deadline. Many of the activities require student-teacher and student-student interaction and the intended learning cannot take place if the student is absent from this process. All application marks are earned through both scheduled and random activities conducted throughout the semester and are intended to give students the opportunity to apply concepts covered in class to enhance and reinforce learning. Given the nature of these activities, there are no makeups or facility for submitting after the submission deadline. Application activities not completed within the established timelines and parameters will not be considered for grading purposes. Deviation from this policy will occur on a case-by-case basis, where warranted, at the full discretion of the professor. Documentation may be required.

2. All written work must be in full, grammatically correct, sentences and paragraphs. Point-form written work will not be accepted and will be given a zero. Written work must be typed -- that is, hand-written work will not be accepted.

3. At the discretion of the professor, students may be invited to present their ideas in written format or in a variety of alternate formats including (but not limited to) audio, video, multimedia, etc. This will be clarified and addressed by the professor in class/online.

4. The quizzes may include multiple choice and true-false questions as well as short answer or fill-in-the-blanks. The quizzes may be conducted in class or online via DC Connect.

5. Assessments and evaluations are to be submitted by the deadline given as a hard copy or an e-copy submitted

to the appropriate online submission folder in DC Connect. The professor will specify the appropriate delivery method prior to collecting work. All late submissions will be assessed a penalty of 10% of the total possible grade for the assignment per 24 hours late up to 72 hours after which the assignment will no longer be accepted. These requirements reflect the importance of deadlines in a workplace environment, and the consequences of failing to meet such deadlines. Requirements must be observed carefully to avoid academic penalties. Missed assignments cannot be made up through any method. Students will NOT be allowed to complete "extra assignments" to "raise their mark" at the end of the term -- students must complete and hand in term work as it is assigned. Please keep in mind: as in the workplace, failure to meet deadlines results in loss of credibility, advancement opportunities and grades.

Required Text(s) and Supplies:

1. There is a free textbook from: https://openstax.org/details/books/college-success

Recommended Resources (purchase is optional):

1. Durham College takes pride in providing supports for our students. Students are encouraged to make connections to the resources available to them. There are a variety of apps that can help get you connected such as:
   https://durhamcollege.ca/dc-mobile
   http://imwell.ca/
   https://good2talk.ca/

   Within PREP-1300 DC Connect there are content areas with connections to Student Academic Learning Services (SALS) and all the other amazing resources to help you on your college journey.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

General College policies related to	General policies related to
+ Acceptable Use of Information Technology	**+** attendance
+ Academic Policies	**+** absence related to tests or assignment due dates
+ Academic Honesty	**+** excused absences
+ Student Code of Conduct	**+** writing tests and assignments
+ Students' Rights and Responsibilities can be found on-line at http://www.durhamcollege.ca/academicpolicies	**+** classroom management can be found in the Program Guide (full time programs only) in MyCampus http://www.durhamcollege.ca/mycampus/

Course Specific Policies and Expectations:

In order to ensure a quality learning environment for all students, the following policies have been established for this course. Any behaviour that disrupts the learning environment will be dealt with according to the Durham College Academic Policies and Procedures.

Participation and Assignment Completion: Active participation is the best predictor of student success. Students are expected to actively participate in course activities and discussions and any tests or assignments. Unless you have made prior arrangements with your instructor, you are expected to complete all assignments and submit them, on time, according to your instructor's instructions. In situations where serious illness, emergencies or other circumstances prevent you from completing assessments, please get in touch with your instructor via DC Mail as soon as possible. You will be required to provide documents that verify your situation before accommodations can be made, and any arrangements to make up missed assignments will be at the sole discretion of the instructor.

Grading and Feedback: Students should consult their course outlines for a list of assessments and associated weighting. Faculty will return assessments to students within an appropriate time frame for the assessment type, typically three weeks at a maximum, with exceptions negotiated between the instructor and the class. Assessments may be returned via DC Connect or in class. It is the student's responsibility to review their graded assessments and any feedback that may have been provided to improve academic performance. Students may request an interview with the instructor, within 15 days of the returned assessment, to further clarify assessment results.

Plagiarism and Academic Integrity: Plagiarism is a serious breach of the College's Academic Integrity policy and will be enforced on any students involved in incidents of plagiarism, of any type. This could include any or all of the following: a mark of zero on an evaluation, a mark of zero in the course, non-admittance to a course or program, withdrawal from a course, or dismissal from the college. In all cases, a formal Academic Alert will be issued that will document the infraction that has taken place, notification will be given to the Dean/Associate Dean and a record will be placed in the student's file. Professors may request electronic files of written submissions. Plagiarism detection software may be used during the marking process. Any work that has been plagiarized will receive a mark of zero. If it is determined that a student has shared any work with or copied from another student, then ALL STUDENTS INVOLVED will receive a mark of zero for the entire assignment or test.

DC Connect: Students are expected to check DC Connect and their DC Mail daily for both college-wide and program specific information. Each Durham College student has a DC Mail email address which they should check daily. Communication between students and faculty via email is limited to the DC Connect system. Should a student have a login and/or performance issue with DC Connect, it is their responsibility to report the issue(s) to the IT Help Desk by calling 905-721-3333.

Diversity: Durham College classrooms -- whether physical or online in nature -- reflect the diverse nature of the workplace, and will often include students of different race, age, ethnicity, socioeconomic status, nationality, belief, ability, gender identity, and sexual orientation. Students are expected to be considerate of their classmates, respect each other's differences and help to create a safe environment where everyone can focus on the work at hand. This course may include 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 understand that there are many ways to make meaning in this world.

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:	2	Delivery:	In Class

01	**Course Learning Outcomes**
	CLO2

Essential Employability Skills

Taught:	EES1, EES8	Practiced:	EES1, EES8

Intended Learning Objectives

Themes: Welcome to Durham College

The value of higher education, defining student success, and your college experience.

The introductory discussion may touch upon the skills and development concepts to ensure your success. Topics may include: self-regulatory behaviours as linked to academic and professional success, such as time management practices, ability to self-motivate, strategies to combat procrastination, roadblocks to success, study habits, effective goal-setting, etc. (all of these topics will be addressed in more depth in subsequent weeks).

Orientating to Durham College, connecting to college resources, navigating DC Connect, and a review of course materials will be discussed.

Intended Learning Activities

Icebreaker activity.

Bookend activity: defining success and learning, and building a time capsule.

Introductory lecture and media supplement.

Seminar-style small-group and guided discussions.

Additional in-class tasks, activities, and exercises may include, but are not limited to:
- think/pair/shares,
- situational analyses,
- role-plays,
- self-assessment activities,
- brainstorming,
- worksheets,
- quiz practice questions,
- and one minute papers.

Resources and References

Handouts posted to DC Connect; all assignment instruction sheets posted to DC Connect.

Evaluation	Weighting
In Process: Active student engagement with the course, in class and online (ongoing in-process participation and assessments).	20%

Wk.	Hours:	1	Delivery:	Online
01	**Course Learning Outcomes** CLO2			
	Essential Employability Skills **Taught:** EES1, EES8 **Practiced:** EES1, EES8			
	Intended Learning Objectives Course introduction continued: student review of the course outline, expectations, and due dates. Overview of online learning strategies. Getting to know DC Connect.			
	Intended Learning Activities Student questions about the outline, expectations, and due dates may be posted to a generic discussion board on DC Connect. Connection and/or summary activities may include, but are not limited to: - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites).			
	Resources and References N/A			
	Evaluation			

Wk.	Hours:	2	Delivery:	In Class

02	**Course Learning Outcomes**
	CLO1, CLO3

Essential Employability Skills

Taught:	EES1, EES2, EES8, EES10	**Practiced:**	EES1, EES2, EES8, EES10

Intended Learning Objectives

Brief Q and A about the course outline, expectations and due dates (an opportunity to clarify anything about the course, delivery, etc.)

Themes: Who are you? Where are you going? How are you going to get there? Planning for Success.

The value of metacognition for your academic success.
Reflecting upon different ways of learning; principles of learning, and planning for your learning.
Planning a successful semester: creating vision and mission statements to shape your plans.
Planning, mapping, and time management to achieving personal, academic, and professional goals.
Taking ownership; wellness practices for self-care and persistence.

Intended Learning Activities

Lecture and media supplement.

Seminar-style small-group and guided discussions.

Additional in-class tasks, activities, and exercises may include, but are not limited to:
- think/pair/shares,
- situational analyses,
- role-plays,
- self-assessment activities,
- brainstorming,
- worksheets,
- quiz practice questions,
- and one minute papers.

Resources and References

N/A

Evaluation

Wk.	Hours:	1	Delivery:	Online

02	**Course Learning Outcomes**
	CLO1, CLO3

Essential Employability Skills

Taught:	EES1, EES2, EES8, EES10, EES11	**Practiced:**	EES1, EES2, EES8, EES10, EES11

Intended Learning Objectives

Topic(s) continued online.

Intended Learning Activities

Connection and/or summary activities may include, but are not limited to:
- video supplements,
- participation in online discussion forums,
- the use of online resources, e.g. blogs, news supplements, academic success strategies, etc.
- the use of learning technologies and online platforms, supplements and interactive components,
- self-reflective tasks,
- and quiz practice questions (via DC Connect or external sites).

Resources and References

N/A

Evaluation

Wk.	Hours: 2 Delivery: In Class
03	**Course Learning Outcomes** CLO1, CLO3

Essential Employability Skills

Taught:	EES1, EES2, EES8, EES10	Practiced:	EES1, EES2, EES8, EES10

Intended Learning Objectives

Themes: Continuation of Mapping/Planning for Success

Creating a plan to manage your semester: a prescription for success.
May include: scheduling/time management templates, digital calendars/alerts, meal plans, budgeting, wellness practices, and mapping academic pathways.
Reviewing academic pathways for future success (i.e., developing a Plan A and a Plan B).
Prioritizing competing demands of college.

Intended Learning Activities

Mapping the semester exercise (**Note -- It is important to be in class to complete the mapping exercise that the professor will then check.**).

Lecture and media supplement.

Seminar-style small-group and guided discussions.

Additional in-class tasks, activities, and exercises may include, but are not limited to:
- think/pair/shares,
- situational analyses,
- role-plays,
- self-assessment activities,
- brainstorming,
- worksheets,
- quiz practice questions,
- and one minute papers.

Resources and References

N/A

Evaluation	**Weighting**
Assignment: Mapping the semester: time management/managing priorities (an action plan).	15%

Wk.	Hours:	1	Delivery:	Online

03	**Course Learning Outcomes**

CLO1, CLO3

Essential Employability Skills

Taught:	EES1, EES2, EES8, EES10, EES11	**Practiced:**	EES1, EES2, EES8, EES10, EES11

Intended Learning Objectives

Topic(s) continued online.

Intended Learning Activities

Connection and/or summary activities may include, but are not limited to:
- video supplements,
- participation in online discussion forums,
- the use of online resources, e.g. blogs, news supplements, academic success strategies, etc.
- the use of learning technologies and online platforms, supplements and interactive components,
- self-reflective tasks,
- and quiz practice questions (via DC Connect or external sites).

Resources and References

N/A

Evaluation

Wk.	Hours:	2	Delivery:	In Class

Wk.	
04	**Course Learning Outcomes** CLO3
	Essential Employability Skills **Taught:** EES1, EES2, EES7 **Practiced:** EES1, EES2, EES7
	Intended Learning Objectives Themes: Being a College Student Part 1 Foundational skills for academics. Information processing, perception, memory, hearing vs. listening, active listening. Academic reading strategies and working with information. Effective note taking strategies and organizing workflow.
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.
	Resources and References N/A
	Evaluation

Wk.	Hours:	1	Delivery:	Online
04	**Course Learning Outcomes**			
	CLO3			

Essential Employability Skills

Taught:	EES1, EES2, EES7	**Practiced:**	EES1, EES2, EES7

Intended Learning Objectives

Topic(s) continued online.

Intended Learning Activities

Connection and/or summary activities may include, but are not limited to:
- video supplements,
- participation in online discussion forums,
- the use of online resources, e.g. blogs, news supplements, academic success strategies, etc.
- the use of learning technologies and online platforms, supplements and interactive components,
- self-reflective tasks,
- and quiz practice questions (via DC Connect or external sites).

Resources and References

N/A

Evaluation

Wk.	Hours:	2	Delivery:	In Class

05	**Course Learning Outcomes** CLO1, CLO2, CLO3

Essential Employability Skills

Taught: EES1, EES2, EES7, EES10   **Practiced:** EES1, EES2, EES7, EES10

Intended Learning Objectives

Themes: Being a College Student Part 2
Effective studying methods: memory, concentration, and focus.
Analogue and digital study tools.
Techniques and strategies for managing a test, before, during, and after.
Test anxiety and stress management.
College test-related resources.

Caveat: Where appropriate, discussions may include strategies for post-admissions testing scenarios e.g., Pre-health Sciences.

Intended Learning Activities

Lecture and media supplement.

Seminar-style small-group and guided discussions.

Additional in-class tasks, activities, and exercises may include, but are not limited to:
- think/pair/shares,
- situational analyses,
- role-plays,
- self-assessment activities,
- brainstorming,
- worksheets,
- quiz practice questions,
- and one minute papers.

Resources and References

N/A

Evaluation

Wk.	Hours:	1	Delivery:	Online

05	**Course Learning Outcomes**
	CLO1, CLO2, CLO3

Essential Employability Skills

Taught:	EES1, EES2, EES7, EES10	**Practiced:**	EES1, EES2, EES7, EES10

Intended Learning Objectives

Topic(s) continued online.

Intended Learning Activities

Connection and/or summary activities may include, but are not limited to:
- video supplements,
- participation in online discussion forums,
- the use of online resources, e.g. blogs, news supplements, academic success strategies, etc.
- the use of learning technologies and online platforms, supplements and interactive components,
- self-reflective tasks,
- and quiz practice questions (via DC Connect or external sites).

Resources and References

N/A

Evaluation	**Weighting**
Quiz: Quizzes (knowledge checks x3; review and application of key concepts, topics, etc.).	5%

Wk.	Hours: 2 Delivery: In Class
06	**Course Learning Outcomes** CLO3

Essential Employability Skills

Taught:	EES1, EES2, EES7	Practiced:	EES1, EES2, EES7

Intended Learning Objectives

Themes: The Value of Research Skills
The power of research questions and defining problems.
Defining Research: an introduction to research methods (e.g., qualitative and quantitative, primary and secondary).
Information literacy, evaluating information, and identifying credible sources.
How to use campus resources (e.g., library, SALS) and the responsibility of academic integrity.

Intended Learning Activities

Lecture and media supplement.

Seminar-style small-group and guided discussions.

Additional in-class tasks, activities, and exercises may include, but are not limited to:
- think/pair/shares,
- situational analyses,
- role-plays,
- self-assessment activities,
- brainstorming,
- worksheets,
- quiz practice questions,
- and one minute papers.

Resources and References

N/A

Evaluation	**Weighting**
Assignment: Learning journals -- why are you here? Where are you going? What have you learned?	10%

Wk.	Hours:	1	Delivery:	Online

06

Course Learning Outcomes

CLO3

Essential Employability Skills

Taught:	EES1, EES2, EES7, EES11	**Practiced:**	EES1, EES2, EES7, EES11

Intended Learning Objectives

Topic(s) continued online.

Intended Learning Activities

Connection and/or summary activities may include, but are not limited to:
- video supplements,
- participation in online discussion forums,
- the use of online resources, e.g. blogs, news supplements, academic success strategies, etc.
- the use of learning technologies and online platforms, supplements and interactive components,
- self-reflective tasks,
- and quiz practice questions (via DC Connect or external sites).

Resources and References

N/A

Evaluation

Wk.	Hours:	2	Delivery:	In Class

07	**Course Learning Outcomes**
	CLO1, CLO4

Essential Employability Skills

Taught:	EES7, EES8, EES9, EES10	Practiced:	EES7, EES8, EES9, EES10

Intended Learning Objectives

Themes: Collaboration, Communication, and Working Well in Teams
Understanding team development through roles, norms, and group dynamics.
Team building strategies.
Managing conflict and avoiding group think.
Productivity tools for teams.

Intended Learning Activities

First in-class opportunity to work on the group presentation/project and complete the proposal/contract. (**Note - This is an important milestone for the group culminating activity; you must be present to pick your group and complete the relevant proposal/contract**).

Team-building activity.

Lecture and media supplement.

Seminar-style small-group and guided discussions.

Additional in-class tasks, activities, and exercises may include, but are not limited to:
- think/pair/shares,
- situational analyses,
- role-plays,
- self-assessment activities,
- brainstorming,
- worksheets,
- quiz practice questions,
- and one minute papers.

Resources and References

N/A

Evaluation

Wk.	Hours:	1	Delivery:	Online

07	**Course Learning Outcomes**
	CLO1, CLO4

Essential Employability Skills			
Taught:	EES7, EES8, EES9, EES10, EES11	**Practiced:**	EES7, EES8, EES9, EES10, EES11

Intended Learning Objectives

Topic(s) continued online.

Intended Learning Activities

Connection and/or summary activities may include, but are not limited to:
- video supplements,
- participation in online discussion forums,
- the use of online resources, e.g. blogs, news supplements, academic success strategies, etc.
- the use of learning technologies and online platforms, supplements and interactive components,
- self-reflective tasks,
- and quiz practice questions (via DC Connect or external sites).

Resources and References

N/A

Evaluation

Wk.	Hours:	2	Delivery:	In Class

08	**Course Learning Outcomes**
	CLO3

Essential Employability Skills

Taught:	EES1, EES2, EES5, EES7	**Practiced:**	EES1, EES2, EES5, EES7

Intended Learning Objectives

Themes: Critical Thinking, Problem Solving, and Creativity.

Critically evaluating information and ideas.
Defining and solving problems.
Strategies for prioritization and decision making.
Defining and valuing creativity for academics and the workplace.

*Caveat: Where appropriate, discussions may include strategies for post-admissions testing scenarios e.g., Pre-health Sciences.

Intended Learning Activities

Lecture and media supplement.

Seminar-style small-group and guided discussions.

Additional in-class tasks, activities, and exercises may include, but are not limited to:
- think/pair/shares,
- situational analyses,
- role-plays,
- self-assessment activities,
- brainstorming,
- worksheets,
- quiz practice questions,
- and one minute papers.

Resources and References

N/A

Evaluation	**Weighting**
Project: Team research project/presentation proposal (5%), self-/peer-evaluations (5%) and the finished product itself (10%).	5%

Wk.	Hours:	1	Delivery:	Online

08	**Course Learning Outcomes**
	CLO3

Essential Employability Skills

Taught:	EES1, EES2, EES7	Practiced:	EES1, EES2, EES7

Intended Learning Objectives

Topic(s) continued online.

Intended Learning Activities

Connection and/or summary activities may include, but are not limited to:
- video supplements,
- participation in online discussion forums,
- the use of online resources, e.g. blogs, news supplements, academic success strategies, etc.
- the use of learning technologies and online platforms, supplements and interactive components,
- self-reflective tasks,
- and quiz practice questions (via DC Connect or external sites).

Resources and References

N/A

Evaluation

Wk.	Hours:	2	Delivery:	In Class

09	**Course Learning Outcomes**
	CLO3

Essential Employability Skills

Taught: EES1, EES2, EES7   **Practiced:** EES1, EES2, EES7

Intended Learning Objectives

Themes: Academic Writing, Integrity, and Documentation Skills

A review of the value of research.
A primer on academic writing style, paper formats, and referencing (e.g., APA, MLA).
Integrate quotations, paraphrasing and summarizing.
Scholarly research (e.g., journals) to support academic writing.
Structuring a thesis, paper, or project.

Intended Learning Activities

Lecture and media supplement.

Seminar-style small-group and guided discussions.

Additional in-class tasks, activities, and exercises may include, but are not limited to:
- think/pair/shares,
- situational analyses,
- role-plays,
- self-assessment activities,
- brainstorming,
- worksheets,
- quiz practice questions,
- and one minute papers.

Resources and References

N/A

Evaluation

Wk.	Hours:	1	Delivery:	Online

09	**Course Learning Outcomes**
	CLO3

Essential Employability Skills

Taught:	EES1, EES2, EES6, EES7	**Practiced:**	EES1, EES2, EES6, EES7

Intended Learning Objectives

Topic(s) continued online.

Intended Learning Activities

Connection and/or summary activities may include, but are not limited to:
- video supplements,
- participation in online discussion forums,
- the use of online resources, e.g. blogs, news supplements, academic success strategies, etc.
- the use of learning technologies and online platforms, supplements and interactive components,
- self-reflective tasks,
- and quiz practice questions (via DC Connect or external sites).

Resources and References

N/A

Evaluation	**Weighting**
Quiz: Quizzes (knowledge checks x3; review and application of key concepts, topics, etc.).	5%

Wk.	Hours: 2 Delivery: In Class
10	**Course Learning Outcomes** CLO1, CLO2, CLO3
	Essential Employability Skills **Taught:** EES2, EES9, EES10, EES11 **Practiced:** EES2, EES9, EES10, EES11
	Intended Learning Objectives Themes: Wellness, Mindfulness, and Self-Care Defining mental health concepts and the DSM-V (e.g., anxiety, depression, wellness). Developing self-care practices (e.g., revisiting mapping the semester to incorporate self-care). Defining mindfulness and building mindfulness practices. Considering holistic approaches to wellness (e.g., wellness wheel). Connecting to wellness resources at Durham College and beyond.
	Intended Learning Activities Second (and final) in-class opportunity to work on the group presentations. Lecture and media supplement. Seminar-style small-group and guided discussions. Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.
	Resources and References N/A
	Evaluation **Weighting** Assignment: My college experience and transformation -- short reflection about college-based supports. 10%

Wk.	Hours:	1	Delivery:	Online	

10	**Course Learning Outcomes**
	CLO1, CLO2, CLO3
	Essential Employability Skills
	Taught: EES2, EES9, EES10 **Practiced:** EES2, EES9, EES10
	Intended Learning Objectives
	Topic(s) continued online.
	Intended Learning Activities
	Connection and/or summary activities may include, but are not limited to: - video supplements, - participation in online discussion forums, - the use of online resources, e.g. blogs, news supplements, academic success strategies, etc. - the use of learning technologies and online platforms, supplements and interactive components, - self-reflective tasks, - and quiz practice questions (via DC Connect or external sites).
	Resources and References
	N/A
	Evaluation

Wk.	Hours: 2	Delivery: In Class

Wk.	
11	**Course Learning Outcomes** CLO2, CLO4
	Essential Employability Skills **Taught:** EES8, EES9, EES10 **Practiced:** EES8, EES9, EES10
	Intended Learning Objectives Allocation of time for team research project development.
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. Additional in-class tasks, activities, and exercises may include, but are not limited to: - think/pair/shares, - situational analyses, - role-plays, - self-assessment activities, - brainstorming, - worksheets, - quiz practice questions, - and one minute papers.
	Resources and References N/A
	Evaluation

Wk.	Hours:	1	Delivery:	Online

11	**Course Learning Outcomes**
	CLO2, CLO4

Essential Employability Skills

Taught:	EES8, EES9, EES10, EES11	**Practiced:**	EES8, EES9, EES10, EES11

Intended Learning Objectives

Themes: Thinking Globally About Your Learning and the Future of Work

Global opportunities for learning.
Global opportunities for work.
Review relevant definitions and concepts, such as ethics, professionalism, equity, diversity, oppression, marginalization, and power dynamics, among others.
Recognize the value in diversity.
Making connections to your future career.

Intended Learning Activities

Connection and/or summary activities may include, but are not limited to:
- video supplements,
- participation in online discussion forums,
- the use of online resources, e.g. blogs, news supplements, academic success strategies, etc.
- the use of learning technologies and online platforms, supplements and interactive components,
- self-reflective tasks,
- and quiz practice questions (via DC Connect or external sites).

Resources and References

N/A

Evaluation

Wk.	Hours:	2	Delivery:	In Class

12	**Course Learning Outcomes**
	CLO2, CLO3, CLO4

Essential Employability Skills

Taught:	EES1, EES7, EES8, EES9, EES10	**Practiced:**	EES1, EES7, EES8, EES9, EES10

Intended Learning Objectives

Team Research Projects/Presentations

Intended Learning Activities

Team Research Projects/Presentations

Resources and References

N/A

Evaluation	**Weighting**
Project: Team research project/presentation proposal (5%), self-/peer-evaluations (5%) and the finished product itself (10%).	10%

Wk.	Hours:	1	Delivery:	Online

Course Learning Outcomes

CLO1, CLO2

Essential Employability Skills

Taught:	EES1, EES10	Practiced:	EES1, EES10

Intended Learning Objectives

Themes: Strategize your next steps.

Intended Learning Activities

Connection and/or summary activities may include, but are not limited to:
- video supplements
- participation in online discussion forums
- the use of online resources, e.g. blogs, news supplements, academic success strategies, etc.
- learning technologies and online platforms, supplements and interactive components

Resources and References

N/A

Evaluation

(Wk. 12)

Wk.	Hours:	2	Delivery:	In Class

Course Learning Outcomes

CLO2, CLO3, CLO4

Essential Employability Skills

Taught:	EES1, EES7, EES8, EES9, EES10	Practiced:	EES1, EES7, EES8, EES9, EES10

Intended Learning Objectives

Team Research Projects/Presentations

Intended Learning Activities

Team Research Projects/Presentations

Resources and References

N/A

Evaluation

(Wk. 13)

Wk.	Hours:	1	Delivery:	Online

13	**Course Learning Outcomes**
	CLO1, CLO2

Essential Employability Skills

Taught:	EES1, EES10	Practiced:	EES1, EES10

Intended Learning Objectives

Themes: Strategize your next steps (continued).

Intended Learning Activities

Connection and/or summary activities may include, but are not limited to:
- video supplements,
- participation in online discussion forums,
- the use of online resources, e.g. blogs, news supplements, academic success strategies, etc.
- the use of learning technologies and online platforms, supplements and interactive components,
- self-reflective tasks,
- and quiz practice questions (via DC Connect or external sites).

Resources and References

N/A

Evaluation

Wk.	Hours:	2	Delivery:	In Class

14	**Course Learning Outcomes**
	CLO3

Essential Employability Skills

   Taught: Practiced:

Intended Learning Objectives

Themes: Unpacking Your First Semester

How have you developed over the semester?
Reflecting upon the skills you have developed.
Consolidating what you have learned.
Course wrap-up, considering the road ahead, next steps, and academic pathways.

Intended Learning Activities

Concluding remarks.

Bookend activity revisit from week 01.

Additional in-class tasks, activities, and exercises may include, but are not limited to:
- think/pair/shares,
- situational analyses,
- role-plays,
- self-assessment activities,
- brainstorming,
- worksheets,
- quiz practice questions,
- and one minute papers.

Resources and References

N/A

Evaluation

Wk.	Hours:	1	Delivery:	Online

14	**Course Learning Outcomes**
	CLO3

Essential Employability Skills

Taught: Practiced:

Intended Learning Objectives

Topic continued online.

Intended Learning Activities

Connection and/or summary activities may include, but are not limited to:
- video supplements,
- participation in online discussion forums,
- the use of online resources, e.g. blogs, news supplements, academic success strategies, etc.
- the use of learning technologies and online platforms, supplements and interactive components,
- self-reflective tasks,
- and quiz practice questions (via DC Connect or external sites).

Resources and References

N/A

Evaluation	**Weighting**
Quiz: Quizzes (knowledge checks x3; review and application of key concepts, topics, etc.).	5%