Faculty of Liberal Studies

Academic Writing: Stand Out in the Write Way!

2023-24 Academic Year

Program Title	Ministry Title	Major	Year	Semester
LS-General Arts and Science (Certificate)	General Arts and Science - One-year	GASC	1	1
LS-General Arts and Science - Science and Engineering Preparation - OnTechU Transfer (Certificate)	General Arts and Science - One-year	GASZ	1	1
HS-Pre-Health Sciences Pathway to Advanced Diplomas and Degrees	--	PHSU	1	1
HS-Pre-Health Sciences Pathway Certificates and Diplomas	--	PHSC	1	1
HS-Pre-Health Sciences Pathway Certificates and Diplomas (Online)	--	PHSO	1	1
HS-Dental Office Administration	--	DOFA	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 [ ] No [X]			
Delivery Mode(s): In class [X] Online [X] Hybrid [ ] Flexible [ ] HyFlex [ ]			
Remote proctoring required Yes [ ] No [X]			
Authorized by (Dean or Director): Debbie Johnston	**Date:** August 2023		

Prepared by		
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Course Description:

Stand Out in the Write Way! Do you want to impress your professors and future employers with your writing skills? Do you want to feel confident in your ability to express yourself? This course helps you cut through the confusion of grammar, sentence structure, and punctuation. Build your communication skills by engaging in online and in-class activities to recognize and employ clear and coherent writing. Your writing and organization skills grow through engaging in an exploration of various written media.

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):

[   ] Assignment

[   ] Exam

[X] Portfolio

[X] Other

A 20 question multiple choice test and a proofreading and editing passage comprise the PLAR assessment for COMM 1715.

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 rules 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 sentence structure in students' writing to enhance the 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:

[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.

[ ] 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.

[ ] 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.

[ ] 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
Quiz: Completion of Grammar Exercises	CLO1, CLO2	EES1, EES2, EES6, EES10	10
Quiz: Completion of Grammar Quizzes	CLO1, CLO2	EES1, EES2, EES6, EES10	10
Assignment: Proofreading and Editing Assessment #s 1, 2, 3, & 4. Each assessment is worth 5%; the top 3 highest marks earned are included in the final grade.	CLO1, CLO2	EES1, EES2, EES6, EES10	15
Test: Reading Comprehension I - Week 5	CLO3	EES1, EES2, EES6, EES8, EES10	7.5
Test: Reading Comprehension II - Week 11	CLO3	EES1, EES2, EES6, EES8, EES10	7.5
Assignment: Writing Evaluation Assignment - Worth 20% of the final grade: 5% - Peer Scholar Activity - Weeks 8 - 11 15% - final submission of the WEA -Week 12	CLO1, CLO2, CLO4	EES1, EES2, EES6, EES8, EES10	20
Test: Test 1 - Week 7	CLO1, CLO2, CLO4	EES1, EES2, EES10	15
Test: Test 2 - Week 14	CLO1, CLO2, CLO4	EES1, EES2, EES10	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. The Proofreading and Editing Assessments are completed in class during Weeks 4, 6, 10, and 13. These assessments will only be given once during class time; therefore, students must be present in class to complete these activities. (For online COMM 1715 students, your professor will provide details about completing the Proofreading and Editing Assessments).

3. All assignments, quizzes, and tests are to be completed independently. As such, there are no group or paired assignments/assessments.

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. Information regarding the 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 quiz mark of each of the two parts 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 Assessments account for 15% of the final grade. There are four Proofreading and Editing Assessments in total. The lowest mark earned from the four assessments 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. MISSED TEST POLICY - If, for any reason, students miss either Test 1 or Test 2, the students will be eligible to write a make-up test later in the semester that covers the same learning outcomes as the missed test. This process applies to only one missed test; a mark of "0" will be assigned to the other test if both are missed. Due to scheduling, students may be required to write the make-up test outside of class time in the Durham College Test Centre during a weekday or weekend Open Session.
Students are responsible for informing their instructor of their intention to write the make-up test within 48 hours of missing the test. The details of the make-up test will then be communicated to the student by the instructor.
NOTE: This missed test policy does not apply to students who wrote a test and received a low grade which they would like to improve nor does it apply if a student received a ZERO on a test due to an Academic Integrity violation.

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 Assessment 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
- 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.

Additional requirements for online COMM 1715 students:
- 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)

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, and Greg Holditch. The Bare Essentials. Tenth Edition. U.S.A.: Tophatmonocle Corp., 2022. ISBN-13: 9781774128411

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)

Recommended Resources (purchase is optional):

N/A

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 Integrity	+ excused absences
+ Standards for Student Conduct for all Learning Environments can be found at https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf	+ writing tests and assignments
	+ classroom management can be found in the Program Guide (full time programs only) in MyDC https://durhamcollege.ca/mydc/
+ Information about academic policies and procedures can be found on-line at https://durhamcollege.ca/about/governance/policies	

All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:

• copying another person's work;
• using unauthorized materials or resources during an evaluation;
• obtaining unauthorized copies of evaluations in advance;
• collaborating without permission;
• colluding or providing unauthorized assistance;
• falsifying academic documents or records;
• misrepresenting academic credentials;
• buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain;
• bribing or attempting to bribe personnel;
• impersonation;
• submitting the same work in more than one course without authorization;
• improper use of computer technology and the internet;
• depriving others of academic resources;
• misrepresenting reasons for special consideration of academic work;
• plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement;
• any unauthorized use of generative or other artificial intelligence.

If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.

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 the student's 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 grammar and writing activities 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 concepts. It is impossible to makeup 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, a peerScholar activity, and assignments. There are no make-up opportunities for these activities if the due dates/end 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 11:59 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/MyDC-Students, daily, for both college-wide and program-specific information. Each Durham College student has a DC Connect/MyDC-Students account/e-mail address which he/she should check daily. Communication between students and faculty via e-mail is limited to the DC Connect/MyDC-Students system.

Should a student have a login and/or performance issue with DC Connect/MyDC-Students, 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 the 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 Liberal 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 48 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 within 48 hours of 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 acknowledgement. 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 Liberal Studies (Room A160).

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 Student Academic Learning Services (SALS) or their website, https://durhamcollege.ca/mydc/learning-resources/student-academic-learning-services-sals, 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.

Week/ Module	Hours:	3	Delivery:	In Class

Week/Module: 1

Hours: 3   **Delivery:** In Class

Course Learning Outcomes

CLO1

Essential Employability Skills

Taught:	EES1, EES2, EES6, EES8, EES10	**Practiced:**	EES1, EES2, EES6, EES8, EES10

Intended Learning Objectives/Topics

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

Evaluation	Weighting
Quiz: Completion of Grammar Exercises	10

Week/ Module	Hours:		3	Delivery:	In Class	
2	**Course Learning Outcomes**					
	CLO1, CLO3					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES6, EES8, EES10		**Practiced:**	EES1, EES2, EES6, EES8, EES10	
	Intended Learning Objectives/Topics					
	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 B pp. 443-449					
	Evaluation				**Weighting**	
	Quiz: Completion of Grammar Quizzes				10	

Week/ Module	Hours:		3	Delivery:	In Class	
3	**Course Learning Outcomes**					
	CLO1, CLO3					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES6, EES8, EES10		**Practiced:**	EES1, EES2, EES6, EES8, EES10	
	Intended Learning Objectives/Topics					
	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					

Week/ Module	Hours:	3	Delivery:	In Class		
4	**Course Learning Outcomes**					
	CLO1, CLO3					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES6, EES8, EES10		**Practiced:**	EES1, EES2, EES6, EES8, EES10	
	Intended Learning Objectives/Topics					
	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 20 & 5					
	Evaluation				**Weighting**	
	Assignment: Proofreading and Editing Assessment #s 1, 2, 3, & 4. Each assessment is worth 5%; the top 3 highest marks earned are included in the final grade.				15	
Week/ Module	**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/Topics					
	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				**Weighting**	
	Test: Reading Comprehension I - Week 5				7.5	

Week/ Module	Hours:	3	Delivery:	In Class

6

Course Learning Outcomes
CLO1, CLO3

Essential Employability Skills				
Taught:	EES1, EES2, EES6, EES8, EES10	**Practiced:**	EES1, EES2, EES6, EES8, EES10

Intended Learning Objectives/Topics
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	Weighting
Assignment: Proofreading and Editing Assessment #s 1, 2, 3, & 4. Each assessment is worth 5%; the top 3 highest marks earned are included in the final grade.	15

Week/ Module	Hours:	3	Delivery:	In Class

7

Course Learning Outcomes
CLO1, CLO2

Essential Employability Skills				
Taught:	EES1, EES2, EES6, EES8, EES10	**Practiced:**	EES1, EES2, EES6, EES8, EES10

Intended Learning Objectives/Topics
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 B. pp. 443-449 Chapters 1,2,5,6,7,11,13 & 20

Evaluation	Weighting
Test: Test 1 - Week 7	15

Week/ Module	Hours: 3		Delivery: In Class	
8	**Course Learning Outcomes**			
	CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES6, EES8, EES10	**Practiced:**	EES1, EES2, EES6, EES8, EES10
	Intended Learning Objectives/Topics			
	Discuss the writing process			
	Examine organized writing			
	Develop, revise, and edit an outline			
	Apply correct grammar, sentence structure, punctuation to written work			
	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			
	Peer Scholar tool			
	Evaluation			

Week/ Module	Hours:	3	Delivery:	In Class	

9	**Course Learning Outcomes**				
	CLO1, CLO2, CLO4				

Essential Employability Skills

Taught:	EES1, EES2, EES6, EES8, EES10	**Practiced:**	EES1, EES2, EES6, EES8, EES10

Intended Learning Objectives/Topics

Apply the correct use of the comma

Apply the correct use of the semi-colon

Apply the correct use of the 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

Week/ Module	Hours:		3	Delivery:	In Class	
10	**Course Learning Outcomes**					
	CLO1, CLO2, CLO3, CLO4					
	Essential Employability Skills					
	Taught:	EES1, EES2, EES6, EES8, EES10		**Practiced:**	EES1, EES2, EES6, EES8, EES10	
	Intended Learning Objectives/Topics					
	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				**Weighting**	
	Assignment: Proofreading and Editing Assessment #s 1, 2, 3, & 4. Each assessment is worth 5%; the top 3 highest marks earned are included in the final grade.				15	

Week/ Module	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/Topics					
	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					
	Peer Scholar tool					
	Evaluation			**Weighting**		
	Test: Reading Comprehension II - Week 11			7.5		

Week/Module	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/Topics

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	**Weighting**
Assignment: Writing Evaluation Assignment -	20
Worth 20% of the final grade:	
5% - Peer Scholar Activity - Weeks 8 - 11	
15% - final submission of the WEA -Week 12	

Week/ Module	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/Topics				
	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 3 & 21				
	Evaluation			**Weighting**	
	Assignment: Proofreading and Editing Assessment #s 1, 2, 3, & 4. Each assessment is worth 5%; the top 3 highest marks earned are included in the final grade.			15	

Week/ Module	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/Topics				
	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 3, 12, 14, 15, 16, 8, 9, 17, 18, 19, & 21				
	Evaluation			**Weighting**	
	Test: Test 2 - Week 14			15	

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

DOFA: Dental Office Administration

#4. Employ effective communication, leadership and conflict resolution strategies to interact with diverse clients and colleagues when supporting the requirements of the daily operations of a dental practice.

#7. Contribute to the promotion and operations of a dental practice by using technology and communication strategies.

PHSC: Pre-Health Sciences Pathway Certificates and Diplomas

#4. Use health sciences and other science-related language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.

#6. Investigate health sciences and science-related questions, problems and evidence using the scientific method.

PHSO: Pre-Health Sciences Pathway Certificates and Diplomas (Online)

#4. Use health sciences and other science-related language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.

#6. Investigate health sciences and science-related questions, problems and evidence using the scientific method.

PHSU: Pre-Health Sciences Pathway to Advanced Diplomas and Degrees

#4. Use health sciences and other science-related language and terminology appropriately to communicate clearly, concisely, and correctly in written, spoken, and visual forms.

#6. Investigate health sciences and science-related questions, problems and evidence using the scientific method.