

**Academic Writing: Stand Out in the Write Way!**

2024-25 Academic Year

Program Title	Ministry Title	Major	Year	Semester
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

<b>Course Code:</b> COMM1715	<b>Course Equiv. Code(s):</b> N/A
<b>Course Hours:</b> 42	<b>Course GPA Weighting:</b> 3
<b>Prerequisite:</b> N/A	
<b>Corequisite:</b> N/A	
<b>Laptop Course:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Delivery Mode(s):</b> In class <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid <input type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>	
<b>Remote proctoring required</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Nora Simpson	<b>Date:</b> July 2024

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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](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes  No

### PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- 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:

- 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
In Process: Student Engagement and In-Class Participation - Ongoing	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES6, EES8, EES10	10
Assignment: Proofreading and Editing Assessment #s 1, 2, & 3. Each assessment is worth 5%; the top two highest marks earned are included in the final grade.	CLO1, CLO2	EES1, EES2, EES8, EES10	10
Test: Reading Comprehension I - Week 6	CLO3	EES1, EES2, EES6, EES8, EES10	5
Test: Reading Comprehension II - Week 11	CLO3	EES1, EES2, EES6, EES8, EES10	5
Assignment: Group Analysis Sessions	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES8, EES10	10
Lab Activity: Kritik Activity	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES6, EES8, EES9, EES10	5
Assignment: Writing Evaluation Assessment	CLO1, CLO2, CLO4	EES1, EES2, EES6, EES8, EES10	20
Test: Test 1- Mid-term Test - Week 7	CLO1, CLO2, CLO4	EES1, EES2, EES10	15
Test: Test 2 - Cumulative Test - Week 14	CLO1, CLO2, CLO4	EES1, EES2, EES10	20
<b>Total</b>			<b>100%</b>

### Notes:

1. The Kritik Activity (worth 5%) must be completed in its entirety for the student to complete the IN-CLASS Writing Evaluation Assessment (worth 20%) for evaluation. As such, a student who does not complete the Kritik Activity (meaning all assigned stages are "complete") will not be permitted to complete the Writing Evaluation Assessment (20%) in Week 12.
2. The Writing Evaluation Assessment takes place IN CLASS in Week 12. Information regarding the expectations and evaluation criteria will be distributed during class for this assessment. Participation in the Kritik Activity (i.e. the Writing Evaluation Assessment - PREPARATION ACTIVITY) is focused on preparing students for the completion of the IN CLASS Writing Evaluation Assessment.
3. There are three Proofreading and Editing Assessments in total, and they are completed in class during Weeks 4, 9, and 13. These assessments will only be given once during class time and are coordinated with the timing of the term tests; therefore, students must be present in class to complete these activities. There are no make-up opportunities, and the Proofreading and Editing Assessments are not available to write as a Missed Test. The Proofreading and Editing Assessments account for 10% of the final grade. The lowest mark earned from the three assessments will be excluded from the final grade calculation.
4. In addition to the in-class instruction/activities and any supplemental course material posted to DC Connect, students should complete the Test/Assessment Prep Grammar Exercises available in the Quiz tool in order to be prepared for COMM 1715 assessments. Students who choose not to complete the Test/Assessment Prep

Grammar Exercises are likely to be less prepared for the course evaluations and risk being unsuccessful in the course.

5. The Group Analysis Session is a group evaluation for which a single mark is earned by all students in a particular group. The sessions are scheduled for Weeks 10 and 11. Students must attend one of these two weeks to participate in a group and earn a mark for this assessment. Group Analysis Sessions cannot be scheduled/completed outside of the regularly scheduled class times. Students who do not participate in this group assessment earn a mark of zero for this component.
6. Throughout the semester, students can earn up to 10% of the final grade for "Student Engagement and In-Class Participation Marks". These activities and exercises occur only once and randomly throughout the semester during the lecture/lab times. They cannot be made up or supplemented. Any missed in-class activities and exercises used to assess Student Engagement and In-Class Participation will be assigned a mark of "0".

The lowest mark earned in each half of the semester (i.e. 7 weeks) for the Student Engagement and In-Class Participation Mark will be "dropped" from the grade calculation.

7. MISSED TEST POLICY: Test 1 (Mid-Term Test) and Test 2 (Cumulative Test) occur in Weeks 7 and 14 respectively. There will be no individual rewrites, makeup tests, or rescheduling of the Mid-Term test because of absence. If, for any reason, a student is absent for Test 1, the weighting of Test 1 (15%) will be shifted to Test 2.

In this course, Test 2 (Cumulative Test) is the "make-up" opportunity. Students who miss Test 1 will have their Test 2 mark reweighted to be out of 35%. This make-up opportunity is the ONLY opportunity available for students who miss Test 1. Students must notify the professor by email within 48 hours of the missed test in order to have Test 2 reweighted to account for the missed Test 1.

8. The format of tests will be discussed prior to their scheduled dates. Dates will be announced in-class and/or posted on DC Connect.
9. An interim mark will be determined for all students to identify their academic progress. This mark will be based on the results of the following evaluations: Student Engagement and In-Class Participation 5%, Proofreading and Editing Assessment 5%, Reading Comprehension I 5%, and Test 1 15%.

## **Required Text(s) and Supplies:**

## **Recommended Resources (purchase is optional):**

N/A

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

<p><b>General College policies related to</b></p> <ul style="list-style-type: none"> <li>+ Acceptable Use of Information Technology</li> <li>+ Academic Policies</li> <li>+ Academic Integrity</li> <li>+ Standards for Student Conduct for all Learning Environments can be found at <a href="https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf">https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf</a></li> <li>+ Information about academic policies and procedures can be found on-line at <a href="https://durhamcollege.ca/about/governance/policies">https://durhamcollege.ca/about/governance/policies</a></li> </ul>	<p><b>General policies related to</b></p> <ul style="list-style-type: none"> <li>+ attendance</li> <li>+ absence related to tests or assignment due dates</li> <li>+ excused absences</li> <li>+ writing tests and assignments</li> <li>+ classroom management can be found in the Program Guide (full time programs only) in MyDC <a href="https://durhamcollege.ca/mydc/">https://durhamcollege.ca/mydc/</a></li> </ul>
<p>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:</p> <ul style="list-style-type: none"> <li>• copying another person's work;</li> <li>• using unauthorized materials or resources during an evaluation;</li> <li>• obtaining unauthorized copies of evaluations in advance;</li> <li>• collaborating without permission;</li> <li>• colluding or providing unauthorized assistance;</li> <li>• falsifying academic documents or records;</li> <li>• misrepresenting academic credentials;</li> <li>• buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain;</li> <li>• bribing or attempting to bribe personnel;</li> <li>• impersonation;</li> <li>• submitting the same work in more than one course without authorization;</li> <li>• improper use of computer technology and the internet;</li> <li>• depriving others of academic resources;</li> <li>• misrepresenting reasons for special consideration of academic work;</li> <li>• plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement;</li> <li>• any unauthorized use of generative or other artificial intelligence.</li> </ul> <p>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.</p>	

## Course Specific Policies and Expectations:

**STUDENT BEHAVIOUR:** Durham College is an adult learning institution that is committed to equity, diversity, and inclusivity. Further, the ability to manage time effectively, cope with challenges, and engage in responsible behaviour are crucial for professional success and personal well-being; likewise, these are necessary and durable skills in a post-secondary environment. At all times, students are expected to behave maturely and respectfully.

For further clarification, please consult the college's student conduct policy: ACAD 131 - Standards for Student Conduct for All Learning Environments.

**STUDENT COMMUNICATION:** Students are advised to wait for 24 hours after receiving a grade to contact the professor. Professors are available to review assessments/tests with students who book an appointment.

Just as in the classroom, professionalism is expected in any written communication with the professor. Also, please be mindful that email and other forms of written correspondence can be copied, forwarded, or otherwise distributed. Therefore, review your writing carefully; double-check the tone of your correspondence, and ensure the wording used is respectful and engenders a reply. Since the outcomes of this course include communicating effectively for an intended purpose and audience, students whose emails are lacking in professionalism or appropriate tone will be asked to revise and resend the email to the professor before receiving a response. This provides students with an authentic experience to help them ensure that their writing portrays a positive impression of themselves and is more likely to bring their desired response.

**STUDENT ASSISTANCE:** Students who feel it would be beneficial to review some of the concepts discussed in class can book a short (approximately 15-minute meeting) during the professor's office hours. Students who are seeking a tutoring session of longer duration are encouraged to seek out assistance from Student Academic Learning Services. SALS offers 60-minute one-on-one appointments with a writing specialist to help students with any concepts in need of additional attention, outside of the regularly scheduled class time: <https://durhamcollege.ca/mydc/learning-resources/student-academic-learning-services-sals>

**CELL PHONES/ELECTRONIC DEVICES:** The use of cell phones, laptops, earbuds, or other electronic devices is not permitted in the COMM 1715 classroom. The use of these devices is not only distracting for the user but, also, potentially, for the students seated nearby and may also serve to disrupt the flow of the lesson. In essence, the learning environment is compromised when students are not able to focus on the lesson. Therefore, the use of these devices is not permitted unless directed by the professor as part of the lesson. Devices are to be silenced and stored in a bag/purse/backpack. A student who is aware that cellphone use will be required during class time (i.e. for an important call) must notify the teacher at the beginning of the class and choose a seat close to the exit to minimize any potential disruption. Students who choose to engage with their electronic devices, outside of use directed by the professor, will have the following actions applied:

- #1 A reminder about the electronic device policy for the classroom for the first occurrence.
- #2 Dismissal from the classroom for the remainder of the lesson for the second occurrence.
- #3 Dismissal from the classroom for the remainder of the lesson and an Academic Alert submitted to the school office for the third occurrence.

Students who receive an Academic Alert for the use of electronic devices in the classroom will need to meet with the professor before returning to the classroom.

**ATTENDANCE:** In COMM 1715, attendance is closely linked to student success. 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. During class hours, information is supplied via lectures, as well as hands-on practical application of new concepts. It is impossible to make up in-class experiences, such as a class critiquing session.

Further, COMM 1715 is designed to build on skills previously learned and applied in class. Therefore, students who are missing components will be less able to complete subsequent assessments and, as such, they do not create the circumstances for themselves to be successful in this course.

Students also earn Student Engagement and In-Class Participation Marks throughout the semester. These activities are not only learning opportunities; they are also intended as part of the review and preparation for upcoming tests/assessments. As such, students who are not in class not only earn a "0" for the engagement and participation activities, but they are also less prepared to complete the subsequent course components or assessments.

**MISSED CLASS:** A student who misses class time is responsible for catching up on missed material and instruction. This is not the instructor's responsibility. Waiting until the next class to discover what was missed (such as in-class activities/handouts) is not wise and will most often leave the student unprepared for upcoming tests/assessments. If a student is absent from class, there is no need to notify the professor of the reason for the absence. Ultimately, it is the student's responsibility to learn what was missed prior to the next class. Each student is responsible for completing all coursework and to be aware of announcements missed as a result of the absence.

**LATE ARRIVAL:** Faculty recognize that there may be legitimate reasons for late arrivals. If a student arrives 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 arrive 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 professor has the right to prohibit entry to the classroom until a suitable break occurs. Students who are chronically late to class or are continually disrupting the class via exiting/entering repeatedly (i.e. to use a cell phone etc.) will be dismissed from the class and an Academic Alert will be submitted to the school office.

During classes in which a guest speaker is scheduled or when student peers are making a presentation, late entry will not be permitted. (Special circumstances may be presented to the faculty in advance of the class for consideration).

**LATE ARRIVAL for TEST/ASSESSMENTS:** 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.

#### **DC CONNECT AND DC MAIL**

Students must regularly access and reference DC Connect (the college learning management system) to keep up-to-date with this course. Notifications by email and/or text can be easily set up to send reminders/notifications when announcement items, content, discussions, and grades are updated. (Please note that external tools, such as the Kritik tool, do not communicate with the Brightspace App making it all the more important for students to log into the DC Connect course consistently.) DC Mail (the college student email system) is used for all email communications. Regular access is expected. Communication from professors and college administration and the distribution of important documents are all done via DC Mail.

Please be mindful that emails from external, personal email accounts (i.e. Gmail or Hotmail) often do not arrive in the professor's DC Mail inbox. Therefore, such correspondence is unlikely to receive a response.

**GENERATIVE AI/CHAT GPT:** The primary focus of COMM 1715 is the development of students' writing skills. Generating, organizing, revising, and communicating well are essential and durable skills, both in the classroom and in the workplace. The use of generative AI to complete coursework (including any in-class activities) impedes the development of these skills and, likewise, interferes with an accurate assessment of the student's understanding and ability to apply the course learning outcomes. Therefore, the use of generative AI is not permitted to complete any course components or activities. Students who use generative AI in the completion of coursework will earn a mark of zero for the assessment and an Academic Alert will be sent to the school office. Please note that this policy also applies to marks earned for Student Engagement and In-Class Participation.



## 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.
8. In compliance with the Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act (MTCU Act), please visit this link to determine textbook costs: <https://durham.bookware3000.ca/course-materials/textbook-search>. Please speak with your professor to determine if prior versions of a textbook are acceptable.

# 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
1	<b>Course Learning Outcomes</b>			
	CLO1			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES6, EES8, EES10	<b>Practiced:</b>	EES1, EES2, EES6, EES8, EES10
	<b>Intended Learning Objectives/Topics</b>			
	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			
	<b>Intended Learning Activities</b>			
	Introduction Exercise			
	Discussion and development of the learning environment			
	Discussion of Program Learning Outcomes concerning this course			
	Introduction to the Kritik Tool			
	Lecture, guided discussion, and interactive exercises			
	<b>Resources and References</b>			
	Course Outline			
	Program Guide			
	DC Connect			
	Kritik Tool			
	<b>Evaluation</b>			

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
2	<b>Course Learning Outcomes</b>			
	CLO1, CLO3			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES6, EES8, EES10	<b>Practiced:</b>	EES1, EES2, EES6, EES8, EES10
	<b>Intended Learning Objectives/Topics</b>			
	Distinguish the various parts of speech			
	Analyze the form and content of published works for reading comprehension			
<b>Intended Learning Activities</b>				
Lecture, guided discussion, interactive exercises				
<b>Resources and References</b>				
Instructor Provided Resources				
DC Connect				
Kritik Tool				
<b>Evaluation</b>			<b>Weighting</b>	
In Process: Student Engagement and In-Class Participation - Ongoing			10	

Week/ Module	Hours: 3	Delivery: In Class
3	<b>Course Learning Outcomes</b> CLO1, CLO3	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES6, EES8, EES10	<b>Practiced:</b> EES1, EES2, EES6, EES8, EES10
	<b>Intended Learning Objectives/Topics</b> 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	
	<b>Intended Learning Activities</b> Lecture, guided discussion, interactive exercises	
	<b>Resources and References</b> Instructor Provided Resources DC Connect Kritik Tool	
<b>Evaluation</b>		

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
4	<b>Course Learning Outcomes</b>			
	CLO1, CLO3			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES6, EES8, EES10	<b>Practiced:</b>	EES1, EES2, EES6, EES8, EES10
	<b>Intended Learning Objectives/Topics</b>			
	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				
Provide constructive and actionable feedback for peer writing				
<b>Intended Learning Activities</b>				
Lecture, guided discussion, interactive exercises				
<b>Resources and References</b>				
Instructor Provided Resources				
DC Connect				
Kritik Tool				
<b>Evaluation</b>			<b>Weighting</b>	
Assignment: Proofreading and Editing Assessment #s 1, 2, & 3. Each assessment is worth 5%; the top two highest marks earned are included in the final grade.			10	

Week/ Module	Hours: 3	Delivery: In Class
5	<b>Course Learning Outcomes</b> CLO1, CLO3	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES6, EES8, EES10, EES11	<b>Practiced:</b> EES1, EES2, EES6, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> Introduce the Writing Evaluation Assessment Preparation Activity (WEAPA) in the Kritik Tool Discuss the writing process Examine organized writing Develop, revise, and edit an outline Apply the concept of parallelism Apply correct grammar, sentence structure, and punctuation to written work Provide constructive and actionable feedback for peer writing	
	<b>Intended Learning Activities</b> Lecture, guided discussion, interactive exercises	
	<b>Resources and References</b> Instructor Provided Resources DC Connect Kritik Tool	
<b>Evaluation</b>		

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
6	<b>Course Learning Outcomes</b>			
	CLO1, CLO3			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES6, EES8, EES10	<b>Practiced:</b>	EES1, EES2, EES6, EES8, EES10
	<b>Intended Learning Objectives/Topics</b>			
	<p>Correct sentence fragments</p> <p>Correct run-on sentences</p> <p>Analyze the form and content of published works for reading comprehension</p> <p>Review grammatical concepts in preparation for Test 1</p> <p>Provide constructive and actionable feedback for peer writing</p>			
<b>Intended Learning Activities</b>				
Lecture, guided discussion, interactive exercises				
<b>Resources and References</b>				
<p>Instructor Provided Resources</p> <p>DC Connect</p> <p>Kritik Tool</p>				
<b>Evaluation</b>			<b>Weighting</b>	
Test: Reading Comprehension I - Week 6			5	

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
7	<b>Course Learning Outcomes</b>			
	CLO1, CLO2			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES6, EES8, EES10	<b>Practiced:</b>	EES1, EES2, EES6, EES8, EES10
	<b>Intended Learning Objectives/Topics</b>			
	Apply grammatical concepts from the first half of the semester for Test 1			
	Provide constructive and actionable feedback for peer writing			
<b>Intended Learning Activities</b>				
Lecture, guided discussion, interactive exercises				
<b>Resources and References</b>				
Instructor Provided Resources				
DC Connect				
Kritik Tool				
<b>Evaluation</b>			<b>Weighting</b>	
Test: Test 1- Mid-term Test - Week 7				15



<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
8	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES6, EES8, EES10	<b>Practiced:</b>	EES1, EES2, EES6, EES8, EES10
	<b>Intended Learning Objectives/Topics</b> Apply the correct use of the comma, semi-colon, and colon Revise and edit personal writing for submission Provide constructive and actionable feedback for peer writing Analyze the form and content of published works for reading comprehension			
	<b>Intended Learning Activities</b> Lecture, guided discussion, interactive exercises			
	<b>Resources and References</b> Instructor Provided Resources DC Connect Kritik Tool			
	<b>Evaluation</b>	Lab Activity: Kritik Activity		<b>Weighting</b>

Week/ Module	Hours: 3	Delivery: In Class
9	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES6, EES8, EES10	<b>Practiced:</b> EES1, EES2, EES6, EES8, EES10
	<b>Intended Learning Objectives/Topics</b> Verb Form/Tense Active/Passive Voice Capitalization Provide constructive and actionable feedback for peer writing Proofread and edit problematic writing	
	<b>Intended Learning Activities</b> Lecture, guided discussion, interactive exercises	
	<b>Resources and References</b> Instructor Provided Resources DC Connect Kritik Tool	
<b>Evaluation</b> Assignment: Proofreading and Editing Assessment #s 1, 2, & 3. Each assessment is worth 5%; the top two highest marks earned are included in the final grade.	<b>Weighting</b> 10	

<b>Week/ Module</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
10	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES6, EES8, EES9, EES10	<b>Practiced:</b> EES1, EES2, EES6, EES8, EES9, EES10
	<b>Intended Learning Objectives/Topics</b> Group Analysis Sessions  Analyze the form and content of published works for reading comprehension	
	<b>Intended Learning Activities</b> Lecture, guided discussion, interactive exercises	
	<b>Resources and References</b> Instructor Provided Resources  DC Connect  Kritik Tool	
	<b>Evaluation</b> Assignment: Group Analysis Sessions	<b>Weighting</b> 10

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
11	<b>Course Learning Outcomes</b>			
	CLO1, CLO2, CLO3, CLO4			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES6, EES8, EES9, EES10	<b>Practiced:</b>	EES1, EES2, EES6, EES8, EES9, EES10
	<b>Intended Learning Objectives/Topics</b>			
	Group Analysis Sessions (Cont'd)			
	Revise and edit personal writing for submission			
Analyze the form and content of published works for reading comprehension				
<b>Intended Learning Activities</b>				
Lecture, guided discussion, interactive exercises				
<b>Resources and References</b>				
Instructor Provided Resources				
DC Connect				
Kritik Tool				
<b>Evaluation</b>			<b>Weighting</b>	
Test: Reading Comprehension II - Week 11			5	
<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
12	<b>Course Learning Outcomes</b>			
	CLO1, CLO2, CLO4			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES6, EES8, EES10, EES11	<b>Practiced:</b>	EES1, EES2, EES6, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>			
	IN-CLASS Writing Evaluation Assessment (WEA)			
	<b>Intended Learning Activities</b>			
Lecture, guided discussion, interactive exercises				
<b>Resources and References</b>				
Instructor Provided Resources				
DC Connect				
<b>Evaluation</b>			<b>Weighting</b>	
Assignment: Writing Evaluation Assessment			20	

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
13	<b>Course Learning Outcomes</b>			
	CLO1			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES6, EES8, EES10, EES11	<b>Practiced:</b>	EES1, EES2, EES6, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>			
	Review the grammatical concepts in preparation for Test 2. Proofread and edit problematic writing			
	<b>Intended Learning Activities</b>			
Lecture, guided discussion, interactive exercises				
<b>Resources and References</b>				
Instructor Provided Resources DC Connect				
<b>Evaluation</b>			<b>Weighting</b>	
Assignment: Proofreading and Editing Assessment #s 1, 2, & 3. Each assessment is worth 5%; the top two highest marks earned are included in the final grade.			10	
<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
14	<b>Course Learning Outcomes</b>			
	CLO1			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2, EES6, EES8, EES10, EES11	<b>Practiced:</b>	EES1, EES2, EES6, EES8, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>			
	Apply grammatical concepts learned throughout the semester for Test 2			
	<b>Intended Learning Activities</b>			
Lecture, guided discussion, interactive exercises				
<b>Resources and References</b>				
Instructor Provided Resources DC Connect				
<b>Evaluation</b>			<b>Weighting</b>	
Test: Test 2 - Cumulative Test - Week 14			20	