Communication Essentials

2018-19 Academic Year

Program	Year	Semester
IS-Communication course to be delivered across several programs	N/A	N/A

Course Code:	COMM1710	**Course Equiv. Code(s):**	COMM 1780
Course Hours:	42	**Course GPA Weighting:**	3
Prerequisite:	N/A		
Corequisite:	N/A		

Laptop Course: Yes ☐   **No** ☒

Delivery Mode(s): In class ☒   **Online** ☐   **Hybrid** ☐   **Correspondence** ☐

Authorized by (Dean or Director):   Stephanie Ball   **Date:**   July   2018

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Course Description:

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

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

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

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

PLAR Eligibility

Yes [　]　　**No** [X]

PLAR Assessment (if eligible):

[　] Assignment

[　] Exam

[　] Portfolio

[　] Other

[　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　]

Course Learning Outcomes

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

Course Specific Learning Outcomes (CLO)

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

CLO1   Apply knowledge of standard language conventions through proofreading and editing written work by correcting errors, refining expression and improving the clarity of the intended meaning.

CLO2   Revise spelling, grammar, mechanics and syntax in students' own writing and peers' writing to enhance clarity of written work.

CLO3   Analyze the form and content of published writing to enhance writing organization and reading comprehension skills.

CLO4   Compose correct and clear sentences in unified and well organized written work for an intended purpose and audience.

Essential Employability Skill Outcomes (ESSO)

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

[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.

[ ] 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
Active Student Engagement with the Course -- Ongoing In-Process Participation and Assessments.	CLO1, CLO2	EES1, EES2, EES6, EES10	15
Proofreading and Editing Assignments (x3 @ 5% each).	CLO1, CLO2	EES1, EES2, EES6, EES10	15
Reading and Writing Labs (x4 @ 5% each).	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES6, EES10	20
Draft Writing Evaluation Assignment.	CLO1, CLO2, CLO4	EES1, EES2, EES6, EES10	10
Final Writing Evaluation Assignment.	CLO1, CLO2, CLO4	EES1, EES2, EES6, EES10	10
Test #1.	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES10	15
Test #2.	CLO1, CLO2, CLO3, CLO4	EES1, EES2, 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 assignments and tests are to be completed independently. As such, there are no group or paired assignments/assessments.

3. 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.

4. 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.

5. An interim mark will be determined for all first year students to identify their academic progress.

Required Text(s) and Supplies:

1. Sarah Norton's The Bare Essentials, Ninth Edition PLUS Workbook for The Bare Essentials, Ninth Edition. The ISBN for this package is 0176775498.

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 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. Any behaviour that disrupts the learning environment will be dealt with according to the Durham College Academic Policies and Procedures.

1. Learning Expectations: Course concepts will be explained through the use of presentation materials and examples. This will be supplemented and supported by some or all of the following: in class exercises, homework readings, questions, tutorial exercises, self and collaborative study, and assignments to be completed during class and outside of class time.

2. DC Connect: Students are expected to check MyCampus/DC Connect daily for both college-wide and program specific information. Each Durham College student has a MyCampus/DC Connect e-mail address which they should check daily. Communication between students and faculty via e-mail is limited to the DC Connect system. Should a student have a login and/or performance issue with their MyCampus, it is their responsibility to report the issue(s) to the IT Help Desk by calling 905-721-3333 or visiting the Computer Commons, Room SW100.

3. Attendance: Attendance has been shown to be the best predictor of student success. Students are expected to attend classes and to complete tests and other forms of evaluation. It is also expected that students will actively participate in class activities and discussions. A student missing topics will be less able to complete subsequent assignments. Students are responsible for knowing all course requirements and instructions given in class. Handouts will not be available in subsequent classes. Students are encouraged to form support groups of three to four people for classes.

Students are responsible for any missed materials and instruction as a result of an absence from class. 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 to class on time, review notes, readings, and other requirements in preparation for class.

4. Absence from Class: Students are required to submit the appropriate documents when serious illness or other occurrences interfere with the ability to complete the course requirements. If an emergency occurs, contact the professor by DC Mail or telephone as soon as possible, ideally prior to missing class or evaluation. As soon as you return to the college, make an appointment to see the professor. Any arrangements to make up missed assignments will be at the sole discretion of the course professor.

5. Arrival to Class: Faculty recognize that there are often 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 may 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 30 minutes of the test start time.

6. Plagiarism: Plagiarism is a serious breach of the College's Academic Integrity policy. That policy, defined in ACAD-101 and the accompanying procedure, defined in ACAD-101-1 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. This includes sending files to other students for review of concepts.

A first breach of academic integrity shall result in one or more of the following penalties, at the discretion of the appropriate dean or designate:

- A referral to Student Academic Learning Services (SALS) to complete
the Academic Integrity modules;
- Repeat the original assessment or alternative assessment;
- A deduction of the assessment by a portion of the grade;
- A zero on the assessment;

- An academic performance contract;
- Removal from a course with a grade of "0" or F;
- Removal from a program.

A second breach of academic integrity shall be referred to the Associate Dean and will result in one or more of the following penalties:

- A zero on the assessment;
- An academic performance contract;
- Removal from a course with a grade of "0" or "F"
- Removal from a program.

A third breach of academic integrity shall be referred to the Vice-President Academic and may result in dismissal from the college for two academic years. If the student is dismissed from the college, the Office of the President will be notified.

7. Respect for the Learning Environment: At all times, students are expected to respect that other students have the right to a distraction-free learning environment. Any conduct as outlined, but not limited to the items, below will not be tolerated and could result in disciplinary action. It is expected that all members of the learning environment conduct themselves in a professional manner at all times.

- Habitual lateness for class. Arrive on time and be prepared for class.
- Cheating (or suspicion of).
- Laptops and other digital devices (tablets, smart phones, etc.) are to be used for educational purposes only during class time.
- Inappropriate behaviour will not be tolerated (swearing, vulgarity, and disrespect toward professor or students).

It is expected that all members of the class, including the faculty, will treat one another with courtesy and respect. If individual behaviours interfere with the rights of others to teach or to learn, then the faculty member has the right to ask the disruptive student(s) to leave the class and apply the necessary consequences in accordance with Durham College's Academic Policies and Procedures.

Students are expected to read the college's Student Rights & Responsibilities policy to ensure they understand the guiding principles of expected student behaviour while a student at Durham College.

8. Student Success: It is the student's responsibility to keep the faculty informed about any circumstances which may be interfering with the student's success in that course. The faculty cannot provide support and assistance if s/he is not aware that a problem exists. Students can leave messages on the faculty's voice mail or e-mail to make arrangements for the faculty and the student to meet and work together to resolve any issues or challenges. If a student has a concern about an individual course, then the first line of solution should be a discussion with their faculty. If the issue cannot be solved through collaboration, then the student is advised to make an appointment with the Student Advisor in the School of Interdisciplinary Studies.

9. Returning Assessments: Faculty shall return assessments to students within an appropriate timeframe for the assessment type, typically three weeks at a maximum with exceptions negotiated between the faculty and the class. Students shall consult their course outlines for specific information on evaluation protocols. It is a student's responsibility to obtain returned assessments if absent from class.

Evaluations shall be assigned a grade, and where appropriate, faculty may provide feedback to assist students in improving academic performance. Students may request an interview with a faculty member for further clarification of evaluation results.

Marked tests and assignments will be kept for 20 working days after the student's grades are made available at the end of the semester. If they are not retrieved in that time, they will be discarded.

10. Diversity: This course acknowledges pluralism and that through distinctions in race, ethnicity, place of origin, creed, ability, gender identity and/or sexual orientation, there are many ways of making meaning in this world. This course 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 acceptance for new concepts of compatibility.

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 http://durhamcollege.ca/gradeappeal.

6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.

7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

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

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

Wk.	Hours: 3 Delivery: In Class	
1	**Course Learning Outcomes** CLO3	
	Essential Employability Skills EES1, EES2	
	Intended Learning Objectives INTRODUCTION... Expectations for the classroom learning environment (a discussion). Introduction to the learning management system (DC Connect); locate and access the tools in DC Connect. Review of the parts of speech.	
	Intended Learning Activities Discussion and development of the learning environment. Lecture, guided discussion, and interactive exercises and activities. In-class exercises and activities may include, but are not limited to: - think/pair/shares, - grammar exercises, - practice quiz and test questions, - worksheets, - reading exercises, - one minute papers, - written reflections, - practice editing and proofreading activities, - peer review exercises, - and game-based learning platforms.	
	Resources and References Course outline. DC Connect Learning Module. From required text: Chapter 1, Appendix A pp. 286-294. Any additional materials and/or resources that are pertinent to this week's lesson will be made available to the student via the DC Connect course management page.	
	Evaluation Active student engagement with the course -- ongoing in-process participation and assessments (continually assessed throughout the semester).	**Weighting** 15%

Wk.	Hours:	3	Delivery:	In Class

2	**Course Learning Outcomes** CLO1, CLO4
	Essential Employability Skills EES1, EES2
	Intended Learning Objectives TAILORING YOUR WRITING... Compare different levels of language. Identify language that is appropriate for workplace correspondence and academic environments. Compare homonyms and identify their correct use.
	Intended Learning Activities Lecture, guided discussion, and interactive exercises and activities. In-class exercises and activities may include, but are not limited to: - think/pair/shares, - grammar exercises, - practice quiz and test questions, - worksheets, - reading exercises, - one minute papers, - written reflections, - practice editing and proofreading activities, - peer review exercises, - and game-based learning platforms.
	Resources and References From required text: Chapter 1, Chapter 2. Any additional materials and/or resources that are pertinent to this week's lesson will be made available to the student via the DC Connect course management page.
	Evaluation **Weighting** Reading and Writing Lab #1. 5%

Wk.	Hours: 3 Delivery: In Class
3	**Course Learning Outcomes** CLO1, CLO2, CLO3
	Essential Employability Skills EES1, EES2
	Intended Learning Objectives PUNCTUATION... Identify and practice the correct application of the following punctuation marks: the apostrophe, the comma, the colon, the semi-colon, and quotation marks. Identify when to capitalize. Proofread and edit problematic writing. Analyze the form and content of published works for reading comprehension.
	Intended Learning Activities Lecture, guided discussion, and interactive exercises and activities. In-class exercises and activities may include, but are not limited to: - think/pair/shares, - grammar exercises, - practice quiz and test questions, - worksheets, - reading exercises, - one minute papers, - written reflections, - practice editing and proofreading activities, - peer review exercises, - and game-based learning platforms.
	Resources and References From required text: Chapter 3, Chapter 4, Chapter 17, Chapter 18, Chapter 19, Chapter 20. Any additional materials and/or resources that are pertinent to this week's lesson will be made available to the student via the DC Connect course management page.
	Evaluation **Weighting** Proofreading and Editing Assignment #1. 5%

Wk.	Hours:	3	Delivery:	In Class

4	**Course Learning Outcomes** CLO1, CLO4
	Essential Employability Skills EES1, EES2
	Intended Learning Objectives WRITING EFFECTIVE SENTENCES... Identify the subjects and verbs in various types of sentences. Write simple, compound, and complex sentences. Use a variety of sentences to express yourself. Proofread and edit problematic writing. Analyze the form and content of published works for reading comprehension.
	Intended Learning Activities Lecture, guided discussion, and interactive exercises and activities. In-class exercises and activities may include, but are not limited to: - think/pair/shares, - grammar exercises, - practice quiz and test questions, - worksheets, - reading exercises, - one minute papers, - written reflections, - practice editing and proofreading activities, - peer review exercises, - and game-based learning platforms.
	Resources and References From required text: Chapter 5. Any additional materials and/or resources that are pertinent to this week's lesson will be made available to the student via the DC Connect course management page.
	Evaluation / **Weighting** Reading and Writing Lab #2. — 5%

Wk.	Hours:	3	Delivery:	In Class

5	**Course Learning Outcomes** CLO1, CLO3, CLO4
	Essential Employability Skills EES1, EES2
	Intended Learning Objectives COMMON SENTENCE ERRORS... Identify and correct sentence fragments. Identify and correct run-on sentences. Proofread and edit problematic writing. Analyze the form and content of published works for reading comprehension.
	Intended Learning Activities Lecture, guided discussion, and interactive exercises and activities. In-class exercises and activities may include, but are not limited to: - think/pair/shares, - grammar exercises, - practice quiz and test questions, - worksheets, - reading exercises, - one minute papers, - written reflections, - practice editing and proofreading activities, - peer review exercises, - and game-based learning platforms.
	Resources and References From required text: Chapter 6, Chapter 7. Any additional materials and/or resources that are pertinent to this week's lesson will be made available to the student via the DC Connect course management page.
	Evaluation **Weighting** Reading and Writing Lab #3. 5%

Wk.	Hours:	3	Delivery:	In Class

6	**Course Learning Outcomes**
	CLO1, CLO3, CLO4

Essential Employability Skills

EES1, EES2

Intended Learning Objectives

COMMON SENTENCE ERRORS (CONT'D)...

Identify, choose, and apply correct verb forms.

Maintain tense consistency.

Analyze the form and content of published works for reading comprehension.

Intended Learning Activities

Lecture, guided discussion, and interactive exercises and activities.

In-class exercises and activities may include, but are not limited to:
- think/pair/shares,
- grammar exercises,
- practice quiz and test questions,
- worksheets,
- reading exercises,
- one minute papers,
- written reflections,
- practice editing and proofreading activities,
- peer review exercises,
- and game-based learning platforms.

Resources and References

From required text: Chapter 11, Chapter 13.

Any additional materials and/or resources that are pertinent to this week's lesson will be made available to the student via the DC Connect course management page.

Evaluation

Wk.	Hours:	3	Delivery:	In Class

7	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO4
	Essential Employability Skills
	EES1, EES2, EES10
	Intended Learning Objectives
	Completion of Test #1.
	Intended Learning Activities
	Completion of Test #1.
	Resources and References
	From required text (relevant to Test #1): Chapters 1-7, 11, 13, 17-20, Appendix A pp. 286-294.

Evaluation	Weighting
Test #1.	10%

Wk.	Hours: 3 Delivery: In Class
8	**Course Learning Outcomes** CLO3, CLO4
	Essential Employability Skills EES1, EES2, EES6, EES10
	Intended Learning Objectives THE WRITING PROCESS... Examine organized writing. Develop, revise, and edit an outline. Apply correct grammar, sentence structure, and punctuation to written work. Analyze the form and content of published works for reading comprehension.
	Intended Learning Activities Lecture, guided discussion, and interactive exercises and activities. In-class exercises and activities may include, but are not limited to: - think/pair/shares, - grammar exercises, - practice quiz and test questions, - worksheets, - reading exercises, - one minute papers, - written reflections, - practice editing and proofreading activities, - peer review exercises, - and game-based learning platforms.
	Resources and References From required text: Chapter 24. Any additional materials and/or resources that are pertinent to this week's lesson will be made available to the student via the DC Connect course management page.
	Evaluation **Weighting** Proofreading and Editing Assignment #2. 5%

Wk.	Hours:	3	Delivery:	In Class

9	**Course Learning Outcomes** CLO1, CLO2, CLO4
	Essential Employability Skills EES1, EES2
	Intended Learning Objectives CONSISTENCY... Correct for subject-verb agreement errors. Apply correct pronoun form. Analyze the form and content of published works for reading comprehension.
	Intended Learning Activities Lecture, guided discussion, and interactive exercises and activities. In-class exercises and activities may include, but are not limited to: - think/pair/shares, - grammar exercises, - practice quiz and test questions, - worksheets, - reading exercises, - one minute papers, - written reflections, - practice editing and proofreading activities, - peer review exercises, - and game-based learning platforms.
	Resources and References From required text: Chapter 12, Chapter 14. Any additional materials and/or resources that are pertinent to this week's lesson will be made available to the student via the DC Connect course management page.
	Evaluation **Weighting** Draft Writing Evaluation Assignment. 10%

Wk.	Hours:	3	Delivery:	In Class

10	**Course Learning Outcomes** CLO1, CLO2, CLO3
	Essential Employability Skills EES1, EES2
	Intended Learning Objectives CONSISTENCY (CONT'D)... Correct for pronoun-antecedent agreement errors. Maintain person agreement. Correct modifier problems. Proofread and edit problematic writing. Analyze the form and content of published works for reading comprehension.
	Intended Learning Activities Lecture, guided discussion, and interactive exercises and activities. In-class exercises and activities may include, but are not limited to: - think/pair/shares, - grammar exercises, - practice quiz and test questions, - worksheets, - reading exercises, - one minute papers, - written reflections, - practice editing and proofreading activities, - peer review exercises, - and game-based learning platforms.
	Resources and References From required text: Chapter 8, Chapter 15, Chapter 16. Any additional materials and/or resources that are pertinent to this week's lesson will be made available to the student via the DC Connect course management page.
	Evaluation

Wk.	Hours: 3	Delivery: In Class

11	**Course Learning Outcomes**
	CLO1, CLO3, CLO4

Essential Employability Skills

EES1, EES2

Intended Learning Objectives

PARTS OF A PARAGRAPH...

Plan a paragraph.

Develop an introduction.

Develop a topic sentence.

Develop a thesis statement.

Revise and edit personal writing for submission.

Analyze the form and content of published works for reading comprehension.

Intended Learning Activities

Lecture, guided discussion, and interactive exercises and activities.

In-class exercises and activities may include, but are not limited to:
- think/pair/shares,
- grammar exercises,
- practice quiz and test questions,
- worksheets,
- reading exercises,
- one minute papers,
- written reflections,
- practice editing and proofreading activities,
- peer review exercises,
- and game-based learning platforms.

Resources and References

From required text: Chapter 22, Chapter 23, Chapter 25.

Any additional materials and/or resources that are pertinent to this week's lesson will be made available to the student via the DC Connect course management page.

Evaluation	**Weighting**
Proofreading and Editing Assignment #3 .	5%

Wk.	Hours:	3	Delivery:	In Class

Course Learning Outcomes

CLO1, CLO2, CLO3, CLO4

Essential Employability Skills

EES1, EES2

Intended Learning Objectives

PARTS OF A PARAGRAPH (CONT'D)...

Develop supporting ideas.

Utilize transitions effectively.

Create an argument and consider both sides of an argument.

Develop a conclusion.

Revise and edit a paragraph.

Revise and edit personal writing for submission.

Intended Learning Activities

Lecture, guided discussion, and interactive exercises and activities.

In-class exercises and activities may include, but are not limited to:
- think/pair/shares,
- grammar exercises,
- practice quiz and test questions,
- worksheets,
- reading exercises,
- one minute papers,
- written reflections,
- practice editing and proofreading activities,
- peer review exercises,
- and game-based learning platforms.

Resources and References

From required text: Chapter 25, Chapter 26.

Any additional materials and/or resources that are pertinent to this week's lesson will be made available to the student via the DC Connect course management page.

Evaluation | **Weighting**
Reading and Writing Lab #4. | 5%

(Wk. 12)

Wk.	Hours:	3	Delivery:	In Class

13	**Course Learning Outcomes**
	CLO1, CLO2, CLO3, CLO4

Essential Employability Skills

EES1, EES2, EES6, EES10

Intended Learning Objectives

PUTTING IT ALL TOGETHER...

Write effective paragraphs, utilizing all grammar and punctuation skills developed over the course of the semester.

Write a convincing paper.

Revise and edit your paper for grammar and punctuation.

Intended Learning Activities

Lecture, guided discussion, and interactive exercises and activities.

In-class exercises and activities may include, but are not limited to:
- think/pair/shares,
- grammar exercises,
- practice quiz and test questions,
- worksheets,
- reading exercises,
- one minute papers,
- written reflections,
- practice editing and proofreading activities,
- peer review exercises,
- and game-based learning platforms.

Resources and References

From required text: Chapter 25, Chapter 26.

Any additional materials and/or resources that are pertinent to this week's lesson will be made available to the student via the DC Connect course management page.

Evaluation	**Weighting**
Final Writing Evaluation.	10%

Wk.	Hours: 3	Delivery: In Class	
14	**Course Learning Outcomes** CLO1, CLO2, CLO3, CLO4		
	Essential Employability Skills EES1, EES2, EES10		
	Intended Learning Objectives Completion of Test #2.		
	Intended Learning Activities Completion of Test #2.		
	Resources and References From required text (relevant to Test #2): Chapters 8, 12, 14-16, and 22-26.		
	Evaluation Test #2.	**Weighting** 15%	