College Communications (ENG1002) – Course Schedule

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| week | Topic | Instructional Materials for In-Class + Synchronous Students(Lessons) | Instructional Materials for Asynchronous Students(Lessons) | Learning Activities(Ungraded Practice) | Assessments(Graded) | Learning Outcome(s) | Learning Objectives |
| 1 | Intro to Course | * [How to Use Grammarly](https://teaching.cambriancollege.ca/using-grammarly/)
* Opening Activities (small groups) [Google Docs]
 | * [How to Use Grammarly](https://teaching.cambriancollege.ca/using-grammarly/)
* Opening Activities (small groups) [Google Docs]
 | Class Introductions (Padlet)Download Grammarly; upload one of your previous writing assignments and notice the suggestions Grammarly provides you. Is this a useful tool? |  | CLO 1 | LO 1.3 |
| 2 | Close Reading and Email Etiquette | * Critical and Close Reading of Information Texts [slides/lesson]
* Email etiquette, format, and professionalism [textbook chapter]
 | * Critical and Close Reading of Information Texts [slides/video lesson]
* Email etiquette, format, and professionalism [textbook chapter]
 | Create a professional email with your name and send a professionally formatted email to the professor. You choose the topic.  | Article of the Week #1 [Padlet]Value: 2% | CLO 1 | LO 1.1, 1.2, 1.3 |
| 3 | Summary + Paraphrasing | * Writing a summary/paraphrasing [slides/lesson]
 | * Writing a summary/paraphrasing [slides/video lesson]
 | Watch [insert video link]. Write a summary of this video content. Share in discussion forum. | Article of the Week #2 [Padlet]Value: 2% | CLO 1 | LO 1.1, 1.2, 1.3 |
| 4 | Test 1 - Complete test #1 in class or in Moodle.  | Critical Reading Test 1Value: 10% | CLO 3 | LO 3.2, 3.3, 3.4 |
| 5 | Selecting a research topic and locating credible sources | * How to generate a research topic and how to conduct research including where to find sources and how to identify credible sources [slides/lesson]
* Read [Chapter One of The Process of Research Writing](https://open.umn.edu/opentextbooks/textbooks/284) [text]
* Read [Chapter Two of The Process of Research Writing](https://open.umn.edu/opentextbooks/textbooks/284) [text]
 | * How to generate a research topic and how to conduct research including where to find sources and how to identify credible sources [slides/video lesson]
* Read [Chapter One of The Process of Research Writing](https://open.umn.edu/opentextbooks/textbooks/284) [text]
* Read [Chapter Two of The Process of Research Writing](https://open.umn.edu/opentextbooks/textbooks/284) [text]
 | Choose a research topic.Conduct preliminary research.  |  | CLO 1, 2, 3 | LO 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 |
| 6 | Formatting a research paper | * How to format a research paper, how to use APA format [slides/lesson]
* Read [Chapter Ten of The Process of Research Writing](https://open.umn.edu/opentextbooks/textbooks/284) [text]
 | * How to format a research paper, how to use APA format [slides/video lesson]
* Read [Chapter Ten of The Process of Research Writing](https://open.umn.edu/opentextbooks/textbooks/284) [text]
 | Create an outline for your research essay. Email to instructor for feedback. | Article of the Week #3 [Padlet]Value: 2% | CLO 1, 2, 3 | LO 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 |
| 7 | APA format and citations | * Read the section [Revising & Editing a Research Paper](https://owl.excelsior.edu/research/revising-and-editing-a-research-paper/) by Excelsior online Writing Lab [website]
* Read [20.1 Revising Your Research Paper](https://composingourselvesandourworld.pressbooks.com/chapter/22-1-revising-your-research-paper/) [text]
 | * Read the section [Revising & Editing a Research Paper](https://owl.excelsior.edu/research/revising-and-editing-a-research-paper/) by Excelsior online Writing Lab [website]
* Read [20.1 Revising Your Research Paper](https://composingourselvesandourworld.pressbooks.com/chapter/22-1-revising-your-research-paper/) [text]
 | Exchange papers with peers to gather feedback and make revisions. Submit paper to Moodle Workshop to be anonymously distributed to a peer. | Article of the Week #4 [Padlet]Value: 2% | CLO 1, 2, 3 | LO 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 |
| FALL BREAK |
| 8 | Test 2 - Complete test #2 in class or in Moodle. | Critical Reading Test 2Value: 10% | CLO 3 | LO 3.2, 3.3, 3.4 |
| 9 | What is social justice? | * What is social justice? How can we change/challenge injustices?
	+ Read [The Beginner’s Guide to Social Justice](https://www.worldvision.ca/youth/blog/social-justice-guide?Page=1) by World Vision
* Read Truth and Reconciliation Calls to Action, UN Sustainable Development Goals
* Watch [The Power and Promise of Social Justice Activism](https://www.ted.com/talks/zohra_moosa_the_power_and_promise_of_social_justice_activism) [video]
* Watch [Allyship is the Key to Social Justice](https://www.youtube.com/watch?v=xJm7hIAZ3BY) [video]
 | * What is social justice? How can we change/challenge injustices?
	+ Read [The Beginner’s Guide to Social Justice](https://www.worldvision.ca/youth/blog/social-justice-guide?Page=1) by World Vision
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* Watch [Allyship is the Key to Social Justice](https://www.youtube.com/watch?v=xJm7hIAZ3BY) [video]
 | Brainstorm a list of social justice issues (locally, nationally, globally) using PadletHow can the Truth and Reconciliation Commission’s 94 Calls to Action and the United Nations Sustainable Development Goals be see as addressing social justice issues? [discuss/forum]Consider how you might want to communicate your social justice piece? Audio, video, written? | Research PaperValue: 20% | CLO 1, 2, 3 | LO 1.1, 1.2, 1.3, 2.1, 2.2, 3.1 |
| 10 | Writing for Social Justice | * How to write about social justice issues [slides/lesson]
* Listen to at least three different podcasts from these [5 different podcast shows](https://www.red.org/reditorial/social-justice-podcasts) [podcast]
 | * How to write about social justice issues [slides/lesson]
* Listen to at least three different podcasts from these [5 different podcast shows](https://www.red.org/reditorial/social-justice-podcasts) [podcast]
 | In small groups, discuss your social justice issue and what type of format you think would be best for showcasing your work towards social justice [discussion/forum] |  | CLO 1, 2, 3 | LO 1.1, 1.2, 1.3, 2.1, 2.2, 3.1 |
| 11 | Social Justice Presentations | Social Justice Project Presentations | Social Justice ProjectValue: 20% | CLO 1, 2, 3 | LO 1.1, 1.2, 1.3, 2.1, 2.2, 3.1 |
| 12 | Test 3 - Complete test #3 in Moodle | Critical Reading Test 3Value: 10% | CLO 3 | LO 3.2, 3.3, 3.4 |
| 13 | How to conduct a debate | * Read the [Complete Guide to Debating: How to Improve your Debating Skills](https://virtualspeech.com/blog/guide-to-debating) [website]
* Watch [The Art of Debate: Never Lose An Argument Again](https://www.youtube.com/watch?v=LesGw274Kjo) [video]
* Watch [Debating skills - Introduction](https://www.youtube.com/watch?v=1TSkkxu8on0) [video]
* Watch [a real debate championship](https://www.youtube.com/watch?v=wqjHz9laqgU) [video]
 | * Read the [Complete Guide to Debating: How to Improve your Debating Skills](https://virtualspeech.com/blog/guide-to-debating) [website]
* Watch [The Art of Debate: Never Lose An Argument Again](https://www.youtube.com/watch?v=LesGw274Kjo) [video]
* Watch [Debating skills - Introduction](https://www.youtube.com/watch?v=1TSkkxu8on0) [video]
* Watch [a real debate championship](https://www.youtube.com/watch?v=wqjHz9laqgU) [video]
 | Prepare for your debate with your team. Asynchronous students – provide your Initial Arguments in the forum.  | Article of the Week #5 [Padlet]Value: 2% | CLO 1, 2, 3 | LO 1.2, 1.3, 2.1, 2.2, 3.1 |
| 14 | Debates | Deliver your debate | Asynchronous students – provide your Rebuttals and Final Arguments in the forum. | DebateValue: 15% | CLO 1, 2, 3 | LO 1.2, 1.3, 2.1, 2.2, 3.1 |