PATHWAY FOR RETENTION

University Academic Remediation at a Community College (ONCAT Project 2015-23)

Abstract

The pathway allows successful students to be eligible to earn a general arts and science certificate concurrently with the continuation of their University degree after suspension.

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1.0 Executive Summary

An academic success pathway was developed for students that have been suspended from the University of Ontario Institute of Technology (UOIT). These students will be given the opportunity to enter a Durham College (DC) program that will address academic success related deficiencies. The students will undergo an assessment process to identify their specific needs and will have access to academic advisors at both institutions for guidance. Upon successfully completing the program, the student returns to University with a position reserved in their program of study allowing for a semester reduction in the time lost due to suspension. The proposed pathway is done in such a way that successful students will be eligible to earn a general arts and science certificate concurrently with the continuation of their University degree.

2.0 Introduction

Some First Year University students are at risk of achieving success due to a lack of preparedness for University level academics. Currently, the majority of these students end up suspended and do not pursue additional education. The University of Ontario Institute of Technology (UOIT) and Durham College (DC) have collaborated to develop an alternative pathway from suspension. The pathway allows successful students to be eligible to earn a general arts and science certificate concurrently with the continuation of their University degree after suspension. The pathway specifically addresses life skills related to academic success and communication to improve the student's preparedness for returning to Academia in the fall without losing valuable time towards obtaining their academic goals

While some causes for not achieving success are indeed academic in nature, it was found that the majority of poorly performing students are encountering difficulties due to other issues. These issues include, exam anxiety, lack of study skills, long commutes, need to work, schedule conflicts, poor time management, family commitments, financial crisis, stress, loss, or other issues that impose a social or personal burden upon the student. Before University, the students were relatively sheltered and these issues were not familiar to them. Hence, the student has to deal with academia and new life situations at the same time.

In the academic success pathway, students that have been suspended from UOIT will be given the opportunity to enter a Durham College program that will address academic success related deficiencies. The students will undergo an assessment process to identify their specific needs and will have access to academic advisors at both institutions for guidance. Upon successfully completing the program, the student returns to University with a position reserved in their program of study allowing for a semester reduction in the time lost due to suspension.

The program includes four core courses and two electives to maintain the academic pace expected at the university level.The core courses are: Academic success, a double weight fundamentals of communications course, and a math fundamentals course. In the academic success course, the students concentrate on improving their life skills with particular focus on time management, study skills, responsibility and financial management. The double communication course is essentially 1 course on individual communication and 1 course on group communication. The courses cover fundamental literacy, verbal and written communication and comprehension but also focuses on communicating with authority and self-advocacy. The math fundamentals course is expected to ensure numeracy skills are present for day to day success.

The two electives are selected in consultation with the University academic advisor to provide the student with improved preparation for their specific academic program.

This program allows for the student to focus on other academic deficiencies upon their return to UOIT. The program also allows for the student to recognize that they are not in the right program or at the right academic level and thus may choose to transfer to a diploma program at the College or apply to switch University programs during the remedial semester. Regardless of the pathway taken, the student is provided the opportunity to be successful in obtaining the academic education that they are suited for.

3.0 Research and Program Development Team

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4.0 Program Framework

Currently, UOIT first-year students who encounter difficulties with their studies and end up on academic suspension have one option: Following a period of at least two semesters, they may apply for readmission to the university through the Registrar's office. There are no formalized remedial mechanisms in place for students to address these difficulties before returning to their program after the suspension period.

The pathways for retention (ONCAT Project 2015-23) project established a remedial pathway based on a redeveloped curriculum of the General Arts and Science program at Durham College. Students who are unsuccessful after their first year of attendance at UOIT will have the option to enter a pathway for retention through Durham College. If a student opts into this program, they would be required to enter a remedial stream with designated courses built for academic success. Successful completion of the program with a 70% (B-) aggregate grade point average will enable students to re-enroll at UOIT in the subsequent fall term. Students who complete the pathway, and who complete or have completed 18 credit hours with UOIT will be eligible to receive a General Arts and Science Certificate from Durham College.

Students who are unsuccessful in the pathway are eligible to remain at the College and complete a General Arts and Science Certificate, or apply to a diploma program within the College. This option is also available to students who, through personal reflection, determine that a program at the College is a more suitable academic path. Students who elect to pursue a diploma program will be eligible to have individual UOIT credits reviewed and transfer credit granted per College advanced standing requirements. The number and type of credit will vary depending on the student's original UOIT program, the selected College program, and the student's own performance. Those who remain at Durham College and complete the Certificate or a diploma will subsequently be eligible to apply to an existing Durham College to UOIT pathway and return to a degree program.

4.1 Pathway Description

Figure 1 shows several pathway options available to students for consideration. At this moment, only one pathway is being proposed for implementation.

Students that are suspended from first year may be offered the opportunity to leave the University and spend the summer at Durham College.

At DC, they will take the equivalent of 4 courses as per Table 1 (core courses) and 2 electives as per Table 2 (elective courses) depending upon their source program. A total of six courses is to ensure the academic workload is similar to that of a University experience. A full description of the curriculum can be found in Appendix A.

The academic success course is designed to address fundamental life skills such as time and work management, study methods, finance and budgeting, and other aspects that will mature the students'readiness for University. At the end of the course students will prepare a plan for success for 1 term at UOIT in their original program so that the plan can be used as a basis for discussion with their academic advisor and faculty for further guidance in completing their academic career. Studies have shown that the development of such plans by students with consultation from their academic advisor improves student persistence and graduation rates.

Challenges with communication skills were identified as a key barrier for student success. The communication course is a double course that covers fundamental reading/writing/comprehension skills, communicating as an individual, communication as a group, basic abilities of presentation, communicating with authority, with their professors, self-advocacy etc. This course will be designed to provide the students with the skills to listen, to learn, and to communicate with others in their faculty/program for improved success.

Numeracy skills and comfort with the application of mathematical concepts was also identified as a barrier to success. A math course is included for basic numeracy related skills. The material is equivalent to early high school and is important for maintaining basic math capabilities. Students will learn both basic math skills as well as their application in their specific areas of interest. For this reason, two similar math courses were adapted from existing GAS curriculum; one for the STEM related programs, and one for the social sciences and business programs. Students will be able to work with their academic advisor to select the course most appropriate for their learning plan.

The initial elective courses have been selected to provide students with specific knowledge and skill development in their area of interest. These include basic science courses, computer applications, social science, and business courses. Students will consult with the academic advisor to select the electives that will best help them improve their knowledge gap to prepare for their return to their university program. The selection of the electives will be based on an individualized learning plan that reflects the student's university course completions and challenges.

While the pathway is important to academic success, it does not replace any of the material from their original program. The home Faculty will retain the responsibility of identifying additional guidance necessary for completing their academic career.

Figure 1: University/College Retention Pathways

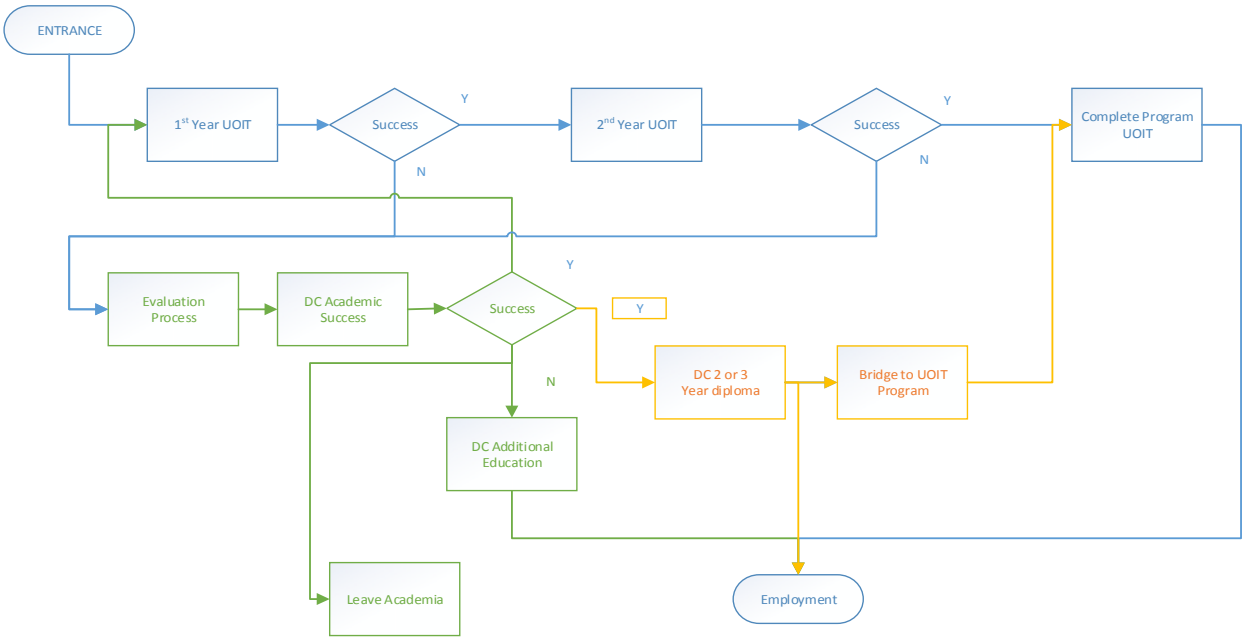

Table 1: Core Courses of the Program

Course	Engineering	Science	Health Science	Information Technology	Computer Science	Business	Social Science
COMMON							
Fundamentals of Academic Success	√	√	√	√	√	√	√
Fundamentals of Personal Communication & Fundamentals of Interpersonal Communication	√	√	√	√	√	√	√
Fundamentals of Mathematics for Science and Engineering	√	√	√	√	√		
Fundamentals of Mathematics for Social Science and Business						√	√

Table 2: Listing of Elective Courses that can be recommended by UOIT Program Academic Advisor

- PROG 1710: Fundamentals of Programing
- BIOL 1301: Biology I
- CHEM 1301: Chemistry I
- PHYS 2303: Physics I
- GNED 1106: Introduction to Psychology – an Applied Science
- COMP 1326: Computers I
- GNED 1407: Introduction to Sociology
- MGMT 1209: Introduction to Business Management

4.2 Learning Outcomes and Course Design

From the onset of this project, success was considered the remediation or successful student retention within post-secondary education. Although the goal of the summer remedial program is to prepare students for continued university study, the project team realized that this pathway would not necessarily be the outcome for all students. Accordingly, students who completed the program may find an educational pathway through further college study within the General Arts and Science program, or other program within Durham College. It is this core principle that aided the design of the program curriculum and learning outcomes.

Curriculum redesign of the GAS program at Durham College was started by identifying learning outcomes in three key areas – numeracy, literacy, and study skills – that would provide the framework for the core course requirements outlined in table 1. These learning outcomes (Appendix B) give high level core competencies that were developed across the core GAS-S curriculum.

The courses were designed to be both cohort based for all core courses, and mixed with the general DC population for electives. The core courses, although independent, have a level of coordination across the long range curriculum that allows for key concepts and learning outcomes to be reinforced across the entire program.

5.0 Program Implementation

This program passed through UOIT's academic governance process on January 27, 2016 and Durham College on March 9, 2016, effectively allowing students who successfully complete the program with a GPA of 70% (B-) or higher readmission to the university without serving the full suspension period of 2 terms. Although current enrolment numbers are impossible to forecast, the eligible number of students (~800) should provide enough students for a sizeable initial cohort.

Students who fail to meet academic standing after the winter term will be offered a one-on-one advising session and an option to join the DC program during the summer. Following the summer program eligible students may reenroll at UOIT, or continue into other program options at Durham College.

Both UOIT and DC have agreed to work collaboratively for program promotion and initial enrolment to ensure a seamless experience for students who wish to enroll in the program.

Appendix A: Core Course Learning Outcomes

Course Development: Academic Success Course

Purpose of course:
To help students address the key causes of suspension that are not directly related to course material based upon feedback to date.

Assumptions:

- Assumed 13-14 weeks available
- Approximately 1 week per learning outcome

Main Course Deliverable:
Each student shall produce a student specific plan that shows **how** they will manage their time, workload, and finances for 1 term at UOIT in their desired program.
HOW is defined as:

- What the student will do
- What resources the student will access
- What is the plan when things go wrong

Proposed Learning Outcomes Categories:

1. Being an Engaged Learner

- As part of understanding their rights, roles, and responsibilities, the student will need to learn how to be engaged in their program.

LO: The student demonstrates the roles and responsibilities of being an engaged learner.

2. Being able to reflect on what is going on

-Can the student learn skills to help them solve their problems and can they tell anyone what they just learned?

LO: Students will appraise their past post-secondary academic experiences (both positive and negative) and articulate current skills/strengths they possess that will assist in problem solving future challenges.

3. Understanding a life/work balance

- this includes working in stressful environments. Accepts that school is actually work
- knowledge of the roles of clubs, volunteer, being involved, working, having fun, rewards, etc.

LO: The student understands the importance of maintaining a positive life/work balance

4. Develop workload/Time management skills
- Understand workloads, understand planning, understand managing time including transit, need for sleep, working with other people's schedules

LO: The student can produce a plan to manage work, study, and life for a 1 term period.

5. Study Methods
- How to study for exams, consideration of types of exams (multiple choice vs. short answer), learning different ways to study

LO: Students will distinguish appropriate learning strategies and study methods that will assist in preparing them for exams relevant to their program of study.

6. Effective notetaking
- Independent of media
- Develop active listening skills
- Knowledge retention skills

LO: Students will apply various notetaking techniques in order to have relevant, concise notes for their courses.

7. Anxiety/Stress Management
- Exam anxiety
- Group work
- Other forms of stress/techniques and resources to handle them

LO: Students identify different skills, strategies and supports (including on-campus resources) which will help them cope/deal with different stressors.

8.&9. Conflict Resolution
-in class conflicts, dealing with teams, dealing with TAs, professors
-out of class conflicts, peers, landlords, the community

LO: The student can recognize different types of conflict and when they occur
LO: The student can identify a set of skills, strategies, and techniques for addressing conflict.

10. Self-Advocacy
-dealing with personal pride and how not to let it get in the way
-not just academics but peers, landlords
-speak up for yourself

LO: The student expresses their needs with professionalism and confidence to their peers and figures of authority.

11. Budget
-budget for life, job, school, money in = money out. Save some for fun

LO: The student demonstrates budgeting skills by identifying needs, estimating expected costs and revenues, and prioritizing opportunities.

12. Finances
-how to spread the dollars
-financial aid services, scholarships, bursaries
-summer work, co-op, internship
-it is ok to take a year off to work or even to just take a break

LO: The student creates a financial plan for during and post academic studies, including the identification of sources of financial support.

Course Development: Communications Course

Purpose of course:
To help students address the key causes of suspension that are not directly related to course material based upon feedback to date.

Assumptions:
- Assumed 13-14 weeks available
- Approximately 1 week per learning outcome

Main Course Deliverable:
Each student shall produce a written document summarizing a message and shall present a key topic verbally to others.
Each student will develop an individual journal, individual report (brief), written solutions to short answer questions, individual presentation (5 minutes), group written report and group presentation.

Key Points to Consider:
- Student shall learn to communicate verbally.
- Student shall learn to communicate in writing
- Student shall learn to listen carefully
- Student should consider how to market their message
- How does toastmasters deal with communication? Can they be invited in?

Proposed Learning Outcomes Categories:

1. What is Communication
   LO: The student recognizes different forms of communication (reading/writing/listening/speaking) and identifies the appropriate context for using each form.
   LO: The student will identify their communication style.

- Types etc. oral/written/reading/listening
- Understand that other people learn/listen differently, read-watch-do

2. Effective Reading Techniques reinforcing the learning via notes
   LO: The student demonstrates effective reading techniques including the summarization of content for quality note taking.

3. Effective listening techniques active listening techniques. Non-verbal cues. Learning how to listen.

   LO: The student demonstrates effective listening techniques in the classroom and in social group environments.
4. Discussion boards/blogs/journals + Grammar 1. Chats/sync/async

   LO: The student illustrates proper grammar and presentation of concepts through written communication boards, blogs, and journals. This includes understanding the difference in the tone and presentation of materials for synchronous and asynchronous communications.

5. Casual Conversations (how to break the ice)

   LO: The student respectfully participates in conversation and can identify appropriate techniques for engaging others.

6. Learning to adapt to your audience – addressing different audiences knowing what your audience is

   LO: The student identifies the context and nature of their audience and can adapt their communication style appropriately.

7. Use of library/media resources (books, papers, videos, etc.) credibility of resources wiki vs. JP

   LO: The student is able to compare and contrast various resources in terms of potential bias and credibility.
   LO: The student understands how to find appropriate resources for report writing and can cite them properly in a presentation or document.

8. Supporting your view (short answers written) + grammar 2

LO: The student can document support for their views when asked including when and how to integrate external sources and facts.

-more about putting examples that support your point

9. Preparing a document (outline overall structure)

   LO: The student develops a structured outline of a report and can explain the importance of the outline in the writing process.

10. Detailing a document (paragraphing, transitional writing, linking paragraphs) + grammar 3(first cut at editing for grammar purposes) paraphrasing/plagiarism

    LO: Students will write complete grammatically correct sentences that communicate their meaning clearly and effectively, using varying sentence type, structure, and length to suit different purposes and make smooth, logical transitions between ideas.

11. Presentation styles and methods
    LO: Students will identify various presentation styles and methods that will assist them when presenting a variety of topics to different audiences.

12. Individual presentations (demo of skill)
    LO: Students will demonstrate various presentation styles and methods that are effective in relaying the message to the audience.

13. Communication via emails/texts
    LO: Students will differentiate between various forms of written communication (i.e. email, text message, etc.) and use the appropriate style, tone and approach for each form.

_____ First half or first course _____

14. Synthesize the message from an article
    LO: Students will read an academic article and summarize the article's main message(s)/arguments in a written paper.

15. Keywords, what they mean, identify, explain, compare and contrast + grammar 4 9descriptive words, passive, active)
    LO: Students will differentiate between academic keywords (such as 'identify', 'compare & contrast', etc.) and identify what is required to answer/respond effectively when such words are used.

16. Cultural Differences in communication

LO: Students will recognize different cultural cues (verbal and non-verbal) that may impact the way one communicates.

17. Technical mtg, group mtg,; being heard
    LO: Students will distinguish varying communication styles and approaches that are used to be successfully heard in a group/technical meeting.

18. Dealing with non-communicative people (Shy, those that don't want to listen) Overcoming shyness and nervousness, Bipolar.
    LO: Students will identify conflict resolution strategies that will allow them to successfully communicate with 'difficult' individuals.

19. Defending your viewpoint in a successful non-argumentative manner (verbal and written) + grammar 5 (references)

LO: Students will be able to respond to challenge and justify the basis for their position.

20. Build on other thoughts/brainstorming/popcorn method/Delphi method
    LO: Students will demonstrate different methods for generating ideas.

21. Document your contributions (meeting notes/journal), group writing and integrating effectively
    LO: The student will prepare a journal describing their contributions to work.

22. Revising/Editing/Drafting your report + grammar

LO: Students will be able to edit and improve an existing document.

23. Peer review/giving/receiving constructive feedback oral and written
    LO: Students will be able to describe constructive feedback and provide it orally and in writing.

24. Design Posters/presentations
    LO: Students will prepare a creative poster/presentation materials.

25. Body language/context/dress/message/audience

    LO: Students will recognize different contextual cues (verbal and non-verbal) that may impact the way one communicates. (e.g. the effect of body language, audience, dress code and context on the delivery of a message)

26. Group Presentations

LO: The students shall demonstrate an ability to present in a group.

Purpose of course:
To help students address the key causes of suspension that are not directly related to course material based upon feedback to date.

Assumptions:

- Assumed 13-14 weeks available

Main Course Deliverable:

Each student shall complete bi-weekly tests/quizzes to gain lots of practice and final exam demonstrating competency in math skills.
Summary of student strength and weaknesses by competency

Key Points to Consider (current thoughts/issues):

- Student shall not be afraid of numbers?
- Word problems and number problems
- At the end, students can handle a University pace of math

Topics for SSH/Commerce Version

PACING REQUIREMENT: ladder expectations, start slow but increase pace to university level. Learn time management for math, identify when the problem takes more time than it is worth. Part marks and come back later. Learn what is frustrating you and not bash your head in the wall. **How to check your work.**

1. Numeracy and conversion of units (1 week)
2. Fractions (1 week)
3. Ratios and proportions (understanding the meaning of ratios and difference from fractions) (1 week)
4. Decimals and percentages (including significant digits, when and why to round, fractions as %, depreciation and simple interest as an application area) (1 week)
5. Mean, Mode, Median, standard dev, relative frequency, weighted average (e.g. course grade). Not just calculation but what they mean (1 week)
6. Exponents (solving equations with exponents (E.g. solve for interest rate in an NPV or FW calculation), compound interest) (2 week)
7. Order of operations (1 week)
8. Equations (4 weeks)
    a. Solving equations (at least 2 unknowns)
    b. Intersection of lines for optimal price or supply & demand
    c. Solving inequalities
    d. Basic factoring
    e. Creating equations to solve word problems.
9. Functions (using functions and understanding the output of functions) (1 week)
10. Summary review with word problems (last week)

Topics for Science/Engineering Version

PACING REQUIREMENT: ladder expectations, start slow but increase pace to university level. Learn time management for math, identify when the problem takes more time than it is worth. Part marks and come back later. Learn what is frustrating you and not bash your head in the wall. **How to check your work.**

1. Numeracy and conversion of units, Decimals and percentages (including significant digits, when and why to round, fractions as %, depreciation and simple interest as an application area) (1 week)
2. Fractions, Ratios and proportions (understanding the meaning of ratios and difference from fractions) (1 week)
3. Mean, Mode, Median, standard dev, relative frequency, weighted average (e.g. course grade). Not just calculation but what they mean (1 week)
4. Review of geometric relationships (Areas of circle, square triangle, perimeter, volume) (1 week)
5. Exponents (solving equations with exponents (ln, log, e), base conversions) (2 weeks)
6. Equations (4 weeks)
    a. Order of Operations and Solving equations (at least 2 unknowns)
    b. Intersection of lines for optimal price or supply & demand
    c. Solving inequalities
    d. Basic factoring
    e. Creating equations to solve word problems.
7. Functions (using functions and understanding the output of functions) (1 week)
8. Trigonometry (2 week)
9. Summary review with word problems (last week)

Appendix B: GAS-S Core Curriculum Documentation

DURHAM COLLEGE
SUCCESS MATTERS

School of Interdisciplinary Studies & Employment Services

BIOLOGY I

2015-16 Academic Year

Program	Year	Semester
ISES-General Arts and Science Certificate (Health Preparation)	1	1
ISES-General Arts and Science Certificate (Nursing Preparation)	1	1
ISES-General Arts and Science Certificate (Science and Engineering Preparation)	1	1
ISES-General Arts and Science Certificate (Liberal Arts UOIT Transfer-Forensics)	1	2

Course Code:	BIOL 1301	**Course Equiv. Code(s):**	BIOL 1561
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** [ ] **Hybrid** [ ]		
Authorized by (Dean or Director):	Stephanie Ball	**Date:**	July 2015

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Course Description:

This course introduces students to the anatomy and physiology of the human body. It begins with an examination of the cell, tissues and genetics. Several organ systems are then studied in detail. Specific body systems studied are the digestive, circulatory, lymphatic and respiratory systems.

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
- [X] Exam
- [ ] Portfolio
- [ ] Other

Course Learning Outcomes

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

Course Specific Learning Outcomes (CLO)

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

CLO1 Explain various aspects of cell physiology.

CLO2 Compare the structure and function of tissue types found in the body.

CLO3 Predict the inheritance patterns of certain human genetic traits.

CLO4 State the chemical composition and the function of the major organic molecules important to life.

CLO5 Relate structure to function for the digestive, circulatory, lymphatic and respiratory systems.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievment 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.
- [ ] EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- [ ] EES 3. Execute mathematical operations accurately.
- [ ] EES 4. Apply a systematic approach to solve problems.
- [X] EES 5. Use a variety of thinking skills to anticipate and solve problems.
- [ ] 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 team 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.
- [X] 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
TEST #1 Covers material listed in The Cell, Tissues and Cell Division	CLO1, CLO2	EES1, EES5, EES11	18
TEST #2 Covers material listed in Genetics, Molecules of Life and Digestive System	CLO3, CLO4, CLO5	EES1, EES5, EES11	18
TEST #3 Covers material listed in Cardiovascular System and Lymphatic System	CLO5	EES1, EES5, EES11	18
IN-PROCESS EVALUATION Note: see #5 below	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES5, EES11	16
COMPREHENSIVE FINAL EXAM Covers material presented during Weeks 1-14	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES5, EES11	30
Total			**100%**

Notes:

1. All tests and the exam are closed book. No crib sheets are permitted.
2. Tests and the exam will include a variety of types of questions: multiple choice, definitions, and short answer questions.
3. Computerized marking sheets (Scantrons) are utilized for a portion of all tests and the exam. Each student must be prepared with a pencil and eraser to use on these sheets and must ensure that answers are recorded correctly on the Scantron. Any erasures must be noted to the teacher during the test time and will not be considered once the test is returned.
4. The final exam, written during week 15, is comprehensive and covers material from Weeks 1 through 14. The exam must be written at the scheduled time. It is the student's responsibility to obtain an exam timetable and to note the date, time and location of the final exam. Students in this course are eligible for the missed exam policy. The details of this policy are at http://www.durhamcollege.ca/academicpolicies
5. The in-process evaluation mark will be derived from open-book quizzes and assignments. Any that are missed will receive a mark of zero. Assignments are due either in person or electronically at the beginning of class (ten past the hour) on the due date. No late assignments are accepted. Ten quizzes/assignments (worth 2% each) will be given throughout the semester. The top 8 marks will be used to calculate the final in-process evaluation mark.
6. The midterm mark will be calculated from the mark on Test #1 plus an in-process evaluation mark derived from the top 4 marks on the quizzes/assignments given to date. Five quizzes or assignments will be given prior to midterm mark calculation. If Test # 1 is not written the midterm mark will be "INC."

Required Text(s) and Supplies:

1. Mader, Sylvia S. & Windelspecht, Michael. Human Biology. 14th ed. New York. McGraw Hill, 2016
   ISBN: 9781259293030 (Binder-Ready Textbook) OR ISBN: 9781259292309 (eTextbook)

   NOTE: Earlier editions are also acceptable.

Recommended Resources (purchase is optional):

N/A

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

Gerneral College policies related to	Gerneral 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) at http://www.durhamcollege.ca/

Course Specific Policies and Expectations:

ATTENDANCE
Regular attendance is expected and is necessary for successful completion of this course. If a student is absent from class, it is her/his responsibility to learn what was missed prior to the next class and to obtain any documents that were distributed. As noted, random in-process quizzes and assignments worth 16% of the final mark will be given, with no opportunity to make up if absent. Students are expected to bring their textbooks to class.

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Students will not be allowed to complete any supplemental work to boost their grades. It is in the student's best interest to attend all classes and complete all assigned work with maximal effort.

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Students must reference DC Connect regularly to keep up to date with this course. DC Mail is used for e-mail communication.

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It is expected that all electronic devices not being used as direct learning tools be turned off during class so that students can focus on the learning environment and also not disturb other students.

TESTS AND EXAMINATIONS
Students must arrive on time to tests and the exam with appropriate materials i.e. pens, pencils. Students arriving more than 20 minutes late for a test will not be allowed to write the test. There will be no individual rewrites or rescheduling of tests missed due to absence. If for any reason a student is going to be absent for a test or has been absent for a test, the weighting of the exam will be shifted to reflect the mark on the missed test (i.e. final exam would be worth 48%). A mark of "0" will be assigned to any other missed test(s). Please be advised that tests will not be returned to students but that they will have an opportunity to review the tests in class.

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There are no labs in this course.

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Additional help is available from the professor by appointment. Students requiring assistance throughout the course may wish to investigate the services offered by the Student Academic Learning Services (SALS), Room SSB 204 in the Student Services Building for peer tutoring, subject specific assistance, improving study skills, etc., or the Access and Support Centre (ASC) in SW116 for students with exceptionalities.

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

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Wk.	Hours: 3 Delivery: In Class
1	**Intended Learning Objectives** WELCOME AND COURSE OUTLINE THE CELL - State the basic principles of the cell theory - Distinguish between the structure of a prokaryotic cell and that of a eukaryotic cell - Identify the components of a human cell and state the function of each
	Intended Learning Activities Lecture, guided discussion and student-centered activities
	Resources and References Ch. 3.1-3.2
	Evaluation **Weighting** IN-PROCESS EVALUATIONS Total: 16% - On-going throughout the course - See Evaluation Criteria and related notes
Wk.	**Hours:** 3 **Delivery:** In Class
2	**Intended Learning Objectives** THE CELL (continued) - Describe the structure of the plasma membrane - Distinguish between diffusion, osmosis and facilitated transport and state the role of each in the cell - Explain how tonicity relates to the direction of water movement across a membrane - Compare passive and active transport mechanisms - Summarize how eukaryotic cells move large molecules across membranes - Describe the structure and the function of the nucleus, the ribosomes and the organelles of the endomembrane system - Explain the role of the cytoskeleton in the cell and identify its major protein fibers - Describe the role of cilia and flagella in human cells - Compare the function of adhesion junctions, gap junctions and tight junctions in human cells - Identify the key structures of a mitochondrion - Describe the action of enzymes as biologic catalysts
	Intended Learning Activities Lecture, guided discussion and student-centered activities
	Resources and References Ch. 3.3-3.6
	Evaluation

Wk.	Hours: 3 Delivery: In Class
3	**Intended Learning Objectives** THE CELL (continued) - Summarize the roles of glycolysis, citric acid cycle, electron transport chain and fermentation in energy generation TISSUES - Describe the four types of tissues and provide a general function for each - Distinguish between six types of connective tissue with regard to location, structure and function in the body - Distinguish between three types of muscle tissue with regard to location, structure and function in the body - Distinguish between neurons and neuroglia - Describe the structure of a neuron - Distinguish between five types of epithelial tissue with regard to location, structure and function in the body - Identify the major cavities of the human body
	Intended Learning Activities Lecture, guided discussion and student-centered activities
	Resources and References Ch. 3.6 Ch. 4.1-4.5 Ch. 4.7
	Evaluation

Wk.	Hours: 3 Delivery: In Class
4	**Intended Learning Objectives** TISSUES (continued) - Define homeostasis and give an example - Distinguish between positive and negative feedback mechanisms CELL DIVISION - Distinguish between the terms: chromosome, chromatin and chromatid - Explain how a karyotype shows the number of chromosomes in a cell - List the stages of the cell cycle and state the purpose of each - Explain the purpose of mitosis - Explain the events that occur in each stage of mitosis and in cytokinesis - Explain the purpose of meiosis - Differentiate between the daughter cells resulting from meiosis and mitosis - Explain how meiosis increases genetic variation
	Intended Learning Activities Lecture, guided discussion and student-centered activities
	Resources and References Ch. 4.8 Ch. 19.1-19.5
	Evaluation

Wk.	Hours: 3	Delivery: In Class
5	**Intended Learning Objectives** CELL DIVISION (continued) - Explain how non-disjunction produces monosomy and trisomy chromosome conditions - example trisomy 21 GENETICS - Distinguish between a genotype and a phenotype - Define allele, gene, dominant and recessive as they relate to patterns of inheritance - Identify the phenotype of an individual given the genotype - Calculate the probability of a specific genotype or phenotype in offspring of a one trait cross - Explain human ABO blood types as an example of codominance and multiple allele inheritance - Predict possible blood types in children given parental blood types	
	Intended Learning Activities Lecture, guided discussion and student-centered activities Review exercises	
	Resources and References Ch. 19.6 Ch. 21.1-21.2 Ch. 21.4	
	Evaluation TEST #1 Covers material listed in The Cell, Tissues and Cell Division	**Weighting** 18%

Wk.	Hours: 3	Delivery: In Class
6	**Intended Learning Objectives** GENETICS (continued) - Discuss the differences between autosomal and sex-linked patterns of inheritance - Calculate the probability of an X-linked trait showing up in a male or female offspring of given parents - Describe the structure of the DNA molecule - Distinguish between the structures of DNA and RNA - State the roles of three types of RNA in a cell - Summarize how the information contained within DNA is expressed as a protein	
	Intended Learning Activities Lecture, guided discussion and student-centered activities	
	Resources and References Ch. 21.5 Ch. 22.1-22.2	
	Evaluation	

Wk.	Hours: 3 Delivery: In Class
7	**Intended Learning Objectives** MOLECULES OF LIFE - List the four classes of organic molecules that are found in cells - Explain the processes by which organic molecules are assembled and disassembled - Summarize the functions of carbohydrates in the body - Describe the structure of monosaccharides, disaccharides and polysaccharides - Summarize the functions of lipids in the body - Describe the structure of a triglyceride - Compare saturated and unsaturated fatty acids - Give examples of other lipids important in the body - Summarize the functions of proteins in the body - Explain the four levels of protein structure - Compare the structure of DNA and RNA
	Intended Learning Activities Lecture, guided discussion and student-centered activities
	Resources and References Ch. 2.3-2.7
	Evaluation
Wk.	**Hours:** 3 **Delivery:** In Class
8	**Intended Learning Objectives** DIGESTIVE SYSTEM - Describe the structure of the organs of the gastrointestinal tract and explain the role of each in digestion - List the accessory organs of the digestive system and provide a function of each - Describe the structure of the gastrointestinal tract wall - Name the enzymes involved in the chemical digestion of carbohydrates, lipids, proteins and nucleic acids, indicate where each is produced and their action on food
	Intended Learning Activities Lecture, guided discussion and student-centered activities
	Resources and References Ch. 9.1-9.5
	Evaluation

Wk.	Hours: 3 Delivery: In Class	
9	**Intended Learning Objectives** DIGESTIVE SYSTEM (continued) - Discuss the absorption of the end products of digestion into the lymphatic and cardiovascular systems - State the general role of vitamins and minerals in the body - Identify the fat soluble and the water soluble vitamins	
	Intended Learning Activities Lecture, guided discussion and student-centered activities Review exercises	
	Resources and References Ch. 9.3 pp. 186-190	
	Evaluation TEST #2 Covers material listed in Genetics, Molecules of Life and Digestive System	**Weighting** 18%
Wk.	**Hours:** 3 **Delivery:** In Class	
10	**Intended Learning Objectives** CARDIOVASCULAR SYSTEM - List the functions of blood in the human body - Compare the composition of formed elements and plasma in the blood - Describe the function of red blood cells in the body - Summarize the methods by which oxygen and carbon dioxide are transported in the blood - Describe the function of white blood cells in the body - Distinguish between granular and agranular white blood cells - Describe the function of platelets in the body - List the steps involved in the formation of a blood clot - Describe the production of all types of blood cells - Explain what determines blood type in humans - Predict the compatibility of blood types for a transfusion	
	Intended Learning Activities Lecture, guided discussion and student-centered activities	
	Resources and References Ch. 6.1-6.5	
	Evaluation	

Wk.	Hours: 3 Delivery: In Class
11	**Intended Learning Objectives** CARDIOVASCULAR SYSTEM (continued) - Summarize the functions of the cardiovascular system - Describe the structure and function of the three main types of blood vessels - Identify the structures and chambers of the human heart - Describe the flow of blood through the human heart - Explain internal and external controls of the heartbeat
	Intended Learning Activities Lecture, guided discussion and student-centered activities
	Resources and References Ch. 5.1-5.3
	Evaluation
Wk.	**Hours:** 3 **Delivery:** In Class
12	**Intended Learning Objectives** CARDIOVASCULAR SYSTEM (continued) - Explain how blood pressure differs in veins, arteries and capillaries - Distinguish between systolic and diastolic pressure - Compare blood flow in the pulmonary and systemic circuits - Explain the location and the purpose of the hepatic portal system LYMPHATIC SYSTEM - Describe the structure and function of the lymphatic system - List examples of the body's innate (nonspecific) defenses - Summarize the events in the inflammatory response - Explain the role of the complement system - Explain the role of an antigen in the acquired (specific) defenses - Summarize the process of antibody mediated immunity - Summarize the process of cell - mediated immunity - Distinguish between active and passive immunity and indicate how each can be achieved
	Intended Learning Activities Lecture, guided discussion and student-centered activities
	Resources and References Ch. 5.4-5.5 Ch. 7.1-7.4
	Evaluation

Wk.	Hours: 3	Delivery: In Class
13	**Intended Learning Objectives** RESPIRATORY SYSTEM - Describe the structure and function of the parts of the respiratory system - Contrast the processes of inspiration and expiration during ventilation - Define the terms used to describe volumes of air moved during ventilation - Explain how the nervous system controls the process of breathing. - Explain the role of chemoreceptors and pH levels in regulating breathing rate respiratory volumes	
	Intended Learning Activities Lecture, guided discussion and student-centered activities Review exercises	
	Resources and References Ch. 10.1-10.5	
	Evaluation TEST #3 Covers material listed in Cardiovascular System and Lymphatic System	**Weighting** 18%
Wk.	**Hours:** 3	**Delivery:** In Class
14	**Intended Learning Objectives** REVIEW FOR FINAL EXAM	
	Intended Learning Activities Review exercises	
	Resources and References All material covered in Weeks 1-14	
	Evaluation	
Wk.	**Hours:** 2	**Delivery:** Final Exam
15	**Intended Learning Objectives** FINAL EXAM	
	Intended Learning Activities See Evaluation Criteria and related Notes section.	
	Resources and References All material covered in Weeks 1-14	
	Evaluation FINAL EXAM Covers material listed in Weeks 1-14	**Weighting** 30%

School of Interdisciplinary Studies & Employment Services

CHEMISTRY I

2015-16 Academic Year

Program	Year	Semester
ISES-General Arts and Science Certificate (Health Preparation)	1	1
ISES-General Arts and Science Certificate (Nursing Preparation)	1	1
ISES-General Arts and Science Certificate (Science and Engineering Preparation)	1	1

Course Code:	CHEM 1301	**Course Equiv. Code(s):**	CHEM 1180, CHEM 1303
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** [ ] **Hybrid** [ ]		
Authorized by (Dean or Director):	Stephanie Ball	**Date:**	July 2015

Prepared by		
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Katherine	Fledderus	katherine.fledderus@durhamcollege.ca
Karen	Founk	karen.founk@durhamcollege.ca

Course Description:

This course is designed to provide students with a general background in inorganic chemistry. Students are introduced to some core chemical concepts including the structure of the atom, chemical bonding, nomenclature, chemical equations and the mole. There are no labs in this course.

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
- [X] Exam
- [ ] Portfolio
- [ ] Other

Course Learning Outcomes

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

Course Specific Learning Outcomes (CLO)

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

CLO1 Perform calculations involving metric conversion, density and average atomic mass.

CLO2 Describe the structure of the atom.

CLO3 Predict the type of bonding in a variety of chemical compounds.

CLO4 Generate the names and chemical formulae for ionic and covalent compounds.

CLO5 Write and balance chemical equations.

CLO6 Perform various calculations involving the mole.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievment 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.

[ ] EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.

[X] EES 3. Execute mathematical operations accurately.

[X] EES 4. Apply a systematic approach to solve problems.

[X] 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 team 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
TEST # 1 covers material listed in weeks 1-5	CLO1, CLO2	EES1, EES3, EES4, EES5	18
TEST # 2 covers material listed in weeks 6-9	CLO3, CLO4, CLO5	EES1, EES4, EES5	18
TEST # 3 covers material listed in weeks 10-13	CLO5, CLO6	EES3, EES4, EES5	18
IN-PROCESS EVALUATION Note: see #5 below	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES3, EES4, EES5	16
FINAL EXAM covers material listed in weeks 1-14	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES3, EES4, EES5	30
Total			**100%**

Notes:

1. All tests and the exam are closed book. A Periodic Table and any other necessary charts will be provided for each test and the exam. No crib sheets are permitted. IT IS THE STUDENT'S RESPONSIBILITY TO HAVE A WORKING CALCULATOR FOR EACH TEST AND FOR THE EXAM.
2. Tests and the exam will include a variety of types of questions: multiple choice, problems and short answer questions.
3. Computerized marking sheets (scantrons) are utilized for a portion of all tests and the exam. Each student must be prepared with a pencil and eraser to use on these sheets and must ensure that answers are recorded correctly on the scantron. Any erasures must be noted to the teacher during the test time and will not be considered once the test is returned.
4. The final exam, written during week 15, is comprehensive and will include material from Weeks 1 through 14. The exam must be written at the scheduled time. It is the student's responsibility to obtain an exam timetable and to note the date, time and location of the final exam. Students in this course are eligible for the missed exam policy. The details of this policy are at http://www.durhamcollege.ca/academicpolicies
5. The in-process evaluation mark will be derived from open-book quizzes and assignments. Any that are missed will receive a mark of zero. Assignments are due either in person or electronically at the beginning of class (ten past the hour) on the due date. No late assignments are accepted. Ten quizzes/assignments (worth 2% each) will be given throughout the semester. The top 8 marks will be used to calculate the final in-process evaluation mark.
6. The midterm mark will be calculated from the mark on Test # 1 plus an in-process evaluation mark derived from the top 4 marks on the quizzes/assignments given to date. Five quizzes or assignments will be given prior to midterm mark calculation. If Test # 1 is not written the midterm mark will be "INC."

Required Text(s) and Supplies:

1. Corwin, Charles H. Introductory Chemistry. Upper Saddle River. Pearson Prentice Hall, 2014
   BINDER READY TEXT ISBN: 0133523535
   OR
   ETEXT ISBN: 0321804822
   Note: Earlier editions of the text are also acceptable.

2. A scientific calculator is required for this course.

Recommended Resources (purchase is optional):

N/A

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

Gerneral College policies related to	Gerneral 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) at http://www.durhamcollege.ca/

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Wk.	Hours: 3 Delivery: In Class	
1	**Intended Learning Objectives** Welcome and Course Outline MEASUREMENT and MATTER - List the basic units and symbols of the metric system - List the prefixes for multiples and fractions of basic units - Express a given metric measurement using a different metric prefix - Express ordinary numbers in scientific notation	
	Intended Learning Activities Lecture and guided practice.	
	Resources and References Ch. 2.1 - 2.3 Ch. PSS. 7	
	Evaluation In process evaluation ongoing throughout semester (best 8 of 10 @ 2% each)	**Weighting** 16%
Wk.	**Hours:** 3 **Delivery:** In Class	
2	**Intended Learning Objectives** - Perform calculations that relate density, mass and volume - Identify significant digits in a measurement - Add and subtract measurements and round off correctly - Multiply and divide measurements and round off correctly	
	Intended Learning Activities Lecture and guided practice.	
	Resources and References Ch. 2.8 Ch. PSS. 1- 5	
	Evaluation	

Wk.	Hours: 3 Delivery: In Class
3	**Intended Learning Objectives** - Distinguish between the properties of elements, compounds, homogeneous mixtures, heterogeneous mixtures, metals and non-metals - Predict whether an element is a metal, non-metal or semimetal given its location on the periodic table THE ATOM - Use the periodic table to predict the number of protons, electrons and neutrons for any element - Use atomic notation to represent elements - Calculate the number of neutrons in a given isotope - Calculate the average atomic mass for an element
	Intended Learning Activities Lecture and guided practice.
	Resources and References Ch. 3.2 - 3.5 Ch. 4.4, 4.5
	Evaluation
Wk.	**Hours:** 3 **Delivery:** In Class
4	**Intended Learning Objectives** - Locate electrons of an element into energy levels - State the sublevels within each energy level - State the number of electrons that can occupy a given sublevel or energy level - Write the predicted electron configuration for selected elements
	Intended Learning Activities Lecture and guided practice.
	Resources and References Ch. 4.9, 4.10
	Evaluation

Wk.	Hours: 3 Delivery: In Class
5	**Intended Learning Objectives** - Classify the elements according to their groups (families) and periods in the periodic table - Predict the highest energy sublevel for an element given its position in the periodic table - Predict the electron configuration for an element given its position in the periodic table - Predict the number of valence electrons for any representative element - Draw the electron dot formula for any representative element
	Intended Learning Activities Lecture and guided practice. Review exercises
	Resources and References Ch. 5.3, 5.6, 5.7, 5.8
	Evaluation
Wk.	**Hours:** 3 **Delivery:** In Class
6	**Intended Learning Objectives** CHEMICAL BONDING - Predict the ionic charge for any representative element - Write the electron configuration for selected ions - Identify groups of atoms and ions that are isoelectronic - Predict whether a bond is ionic or covalent - Describe the formation of an ionic bond - Describe the formation of a covalent bond - State the electronegativity trends in the periodic table - Identify a covalent bond as polar or nonpolar - Apply delta notation to a polar covalent bond - Identify seven elements that occur naturally as diatomic molecules
	Intended Learning Activities Lecture and guided practice.
	Resources and References Ch. 5.10 Ch. 12.1, 12.2, 12.3, 12.6, 12.7
	Evaluation **Weighting** TEST # 1 18% covers material listed in weeks 1-5

Wk.	Hours: 3 Delivery: In Class
7	**Intended Learning Objectives** - Determine the shape of selected molecules using VSEPR theory NOMENCLATURE - Name and give the symbols for elements - Name and give the formulae for common monatomic ions and polyatomic ions - Write chemical formulae for binary and ternary ionic compounds - Name binary and ternary ionic compounds
	Intended Learning Activities Lecture and guided practice.
	Resources and References Ch. 12.10 Ch. 6.2 - 6.6
	Evaluation
Wk.	**Hours:** 3 **Delivery:** In Class
8	**Intended Learning Objectives** - Write chemical formulae for binary molecular (covalent) compounds - Name binary molecular (covalent) compounds
	Intended Learning Activities Lecture and guided practice.
	Resources and References Ch. 6.7
	Evaluation
Wk.	**Hours:** 3 **Delivery:** In Class
9	**Intended Learning Objectives** CHEMICAL EQUATIONS - Write and balance chemical equations
	Intended Learning Activities Lecture and guided practice. Review exercises.
	Resources and References Ch. 7.2, 7.3
	Evaluation

Wk.	Hours: 3	Delivery: In Class
10	**Intended Learning Objectives** CHEMICAL REACTIONS - State four observations that are evidence for a chemical reaction - Classify a chemical reaction as one of the following types: combination, decomposition, single replacement, double replacement or neutralization - Use the Activity Series to write balanced single replacement equations	
	Intended Learning Activities Lecture and guided practice.	
	Resources and References Ch. 7.1, 7.4, 7.7, 7.8	
	Evaluation TEST # 2 covers material listed in weeks 6-9	**Weighting** 18%
Wk.	**Hours:** 3	**Delivery:** In Class
11	**Intended Learning Objectives** THE MOLE - State the value of Avogadro's number - Relate moles of a substance to the number of particles - State the molar mass of any element by referring to the periodic table - Calculate the molar mass of a substance given its chemical formula - Relate moles of a substance to the mass	
	Intended Learning Activities Lecture and guided practice.	
	Resources and References Ch. 8.1 - 8.3	
	Evaluation	
Wk.	**Hours:** 3	**Delivery:** In Class
12	**Intended Learning Objectives** - Relate the mass of a substance to the number of particles - State the molar volume for any gas at STP - Relate the density of a gas at STP to its molar mass and volume - Relate the volume of a gas at STP to its mass and number of particles	
	Intended Learning Activities Lecture and guided practice.	
	Resources and References Ch. 8.4 - 8.6	
	Evaluation	

Wk.	Hours: 3	Delivery: In Class
13	**Intended Learning Objectives** - Calculate the percent composition of a compound given its chemical formula - Calculate the empirical formula of a compound given its percent composition - Calculate the molecular formula of a compound given its empirical formula and molar mass	
	Intended Learning Activities Lecture and guided practice. Review exercises	
	Resources and References Ch. 8.7 - 8.9	
	Evaluation	
Wk.	**Hours:** 3	**Delivery:** In Class
14	**Intended Learning Objectives** Exam Review	
	Intended Learning Activities Review exercises	
	Resources and References N/A	
	Evaluation TEST # 3 covers material listed in weeks 10-13	**Weighting** 18%
Wk.	**Hours:** 2	**Delivery:** Final Exam
15	**Intended Learning Objectives** Final Exam	
	Intended Learning Activities Write final exam	
	Resources and References N/A	
	Evaluation FINAL EXAM covers material listed in weeks 1-14	**Weighting** 30%

School of Interdisciplinary Studies

Fundamentals of Personal Communications

2015-16 Academic Year

School-Program	Year	Semester
IS - General Arts and Science Certificate (Student Success Pathway)	1	1

Course Code: COMM3711	**Course Equiv. Code(s): N/A**	
Course Hours: 42	**Course GPA Weighting: 3**	
Prerequisite: N/A		
Corequisite: N/A		
Laptop Course: Yes ☐	**No ☒**	
Delivery Mode(s): In class ☒	**Online ☐**	**Hybrid ☐**
Authorized by (Dean):	**Date: April 2016**	

Author		
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Course Description:

This course will assist students with developing their own reading, writing and oral skills to be successful at the university level. It begins with students being exposed to different reading and writing techniques that will bolster their current skill set. This course then focuses on improving grammar and presentation skills by having students practice using a variety of different communication techniques. Students will be required in this course to employ different strategies to research articles and journals effectively for the purposes of writing a university level paper. This course will also encourage students to think critically about the communication medium they use and the appropriate tone needed to effectively address an audience.

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/admissions/general-information/prior-learning-assessment-and-recognition-plar

PLAR Eligibility

Yes ☐ No ☒

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)	**Essential Employability Skill Outcomes (ESSO)**
Students receiving a credit for this course will have demonstrated their ability to:	This course will contribute to the achievement of the following Essential Employability Skills:
1) Navigate course tools and resources.	☒ 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.
2) Generate, gather and organize ideas and information to write for an intended purpose and audience.	☒ EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3) Draft and revise writing using editing, proofreading and knowledge of language conventions to correct errors, refine expression and present work effectively for an intended purpose and audience.	☐ EES 3. Execute mathematical operations accurately.
4) Monitor spelling, grammar, mechanics and syntax using appropriate techniques and resources, as required, including electronic technology, for an intended purpose and audience.	☒ EES 4. Apply a systematic approach to solve problems.
5) Apply reading strategies to interpret details in and draw conclusions from information presented in a variety of print and electronic formats for an intended purpose and audience.	☒ EES 5. Use a variety of thinking skills to anticipate and solve problems.
6) Research information using electronic and paper-based sources.	☒ EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
7) Document information using MLA/APA method.	☒ EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
8) Deliver a short presentation incorporating effective oral presentation skills for an audience.	☒ EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
	☐ EES 9. Interact with others in groups or team 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:

A full description of the Academic Appeals Process can be found at http://www.durhamcollege.ca/.

Evaluation Description	Course Learning Outcomes	EESO	Weighting
In Process (ongoing)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8	EES1, ES2, ES4, EES5, EES6, ES7, EES8,ES10, ESS11	20
Online grammar modules (weeks 3-12)	CLO1, CLO3, CLO4	EES2, EES4, EES5, EES6, EES10, EES 11	10
Paragraph Assignment (week 4)	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES6, EES7, EES10, EES 11	10
Reading Comprehension Assignment (week 5)	CLO1, CLO5	EES1, EES2, EES5, EES6, EES7, EES 10, EES 11	5
Written Communication Assessment (week 6)	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES6, EES7, EES10, EES11	5
Test 1 (week 7)	CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES4, EES5, EES6, EES7, EES10, EES11	10
MLA/APA Paragraph Assignment (week 9)	CLO7	EES1, EES2, EES5, EES6, EES7, EES10, EES 11	10
Five Paragraph Essay (week 11)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES6, EES7, EES10, EES11	15
Presentation (week 13-14)	CLO2, CLO6, CLO7, CLO8	EES1, EES6, EES7, EES8, EES10, EES11	10
Presentation Peer Evaluation (week 13-14)	CLO8	EES1, EES2, EES6, EES8, EES10, EES11	5
Total			**100%**

Notes:

1. In-process work (20%) is intended to be done in class or lab and reflects your participation and involvement in your own learning. Any missed in-process activities will be assigned a mark of zero "0".
2. Document completion - assignments, with the exception of some in-class assignments, must be completed using appropriate technology (e.g. Word, PowerPoint, etc.). The professor will specify submission format (electronic files and/or hard copies).
3. Assignments - late assignments will be given a mark of zero “0” unless you can provide advance notice with extenuating circumstances, in which case an extension or deduction may be negotiated.
4. Tests - check test times carefully and 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.

   The student must notify the faculty within 24 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 the appropriate faculty will result in a mark of zero “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 the faculty 24 hours prior to the scheduled test time, and;
   - submitting appropriate documentation (e.g. note from doctor, dentist, lawyer, etc.) to validate the absence to the faculty.

   A mark of zero (0) will be entered as a grade until the appropriate documentation is presented and accepted by the faculty.

   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.
5. Marks Discussion - you have 15 days from the time an assignment/test is returned to discuss the mark with the professor. Assignments not picked up 15 days after they have been returned in class will be discarded. Check your DC Connect grade book regularly to ensure that assignment marks have been posted correctly. An midterm mark will be determined for all first year students to identify their academic progress. This mark will be based on the completed evaluations up to and including Week Seven.

Required Text(s) and Supplies:

☐ N/A

1. Course resources will be provided and referenced/supplied by faculty in class and on DC Connect.

Recommended Resources (purchase is optional):

☒ N/A

Policies and Expectations for the Learning Environment:

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) at http://www.durhamcollege.ca

Course Specific Policies and Expectations:

Attendance:
Academic and professional success is directly related to attendance. Students are expected to attend classes and complete assessments and evaluations. Students are expected to be punctual and to actively participate in class and online exercises and discussions. A student missing topics will be less able to complete subsequent assignments in class and especially online. If a student is absent from class, it is his/her responsibility to learn what was missed prior to the next class.

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 professor has the right to prohibit entry to the classroom until a suitable break occurs.

E-mail:
Please check your Durham College e-mail and our DC Connect course management page at least once a day. The learning plan and its associated activities are subject to change at the professor's discretion. Therefore, regularly checking your e-mail and course page will ensure that you properly receive messages, updates, corrections, clarifications and changes. In addition, the professor welcomes you to contact them outside of class and student hours via e-mail. The professor will make every effort to reply in a timely fashion, however, as a rule please allow the professor a 24 to 36 hour window in which to respond before following up.

Electronic Devices in the Classroom:
It is expected that all electronic devices not being used as direct learning tools be turned off during class (and put away) so that students can focus on the learning environment and also so as not to disturb other students. Those students who do not adhere to this expectation may be asked to leave. This requirement is directly related to employer expectations in the workplace. Employers discourage use of electronic devices for personal use during working hours.

Assessments and Evaluations:
Assessments and evaluations are to be submitted by the deadline given as per faculty instruction. Please keep in mind, as in the workplace, failure to meet deadlines results in loss of credibility, loss of advancement opportunities and possibly loss of employment.

Returning Assessments and Evaluations:
Assessments and evaluations can only be returned to the submitting student. Students may not have a peer pick up graded work for another student as this is a violation of privacy.

Extra Assignments:
Students will NOT be allowed to complete "extra assignments" to "raise their mark" at the end of the term. Students must complete and hand in term work as it is assigned.

Behaviour and Decorum:
Character, behaviour and academics are equally important to student success. It is expected that students will treat everyone with dignity and respect, including your classmates, professors and staff.

General Policies and Expectations:

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. MyCampus, DC Mail or DC Connect) the primary channels of communication. Students should check these sources regularly for current course information.
3. Professors are responsible for following the outline and facilitating the learning as detailed in the 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 ACS 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 website.

Learning Plan

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

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

Wk.	Hours: 2 Delivery: In Class
1	**Intended Learning Objectives** Introduction to course expectations for class learning environment Overview of program and course delivery
	Intended Learning Activities Introduction exercise Discussion and development of learning environment Discussion of Course Learning Outcomes
	Resources and References Course Outline
	Evaluation **Weighting**
Wk.	**Hours: 1 Delivery: Lab**
1	**Intended Learning Objectives** Introduction to the Learning Management System Locate and access the tools in DC Connect
	Intended Learning Activities DC Connect Online Activities Discussion posts and practice file upload
	Resources and References DC Connect
	Evaluation **Weighting**

Wk.	Hours: 2 Delivery: In Class	
2	**Intended Learning Objectives** Grammar basics - mechanics, spelling, punctuation, numbers, abbreviations	
	Intended Learning Activities Lecture, guided discussion, in-class activities, videos	
	Resources and References TBA	
	Evaluation	**Weighting**
Wk.	**Hours: 1 Delivery: Lab**	
2	**Intended Learning Objectives** Proofreading & Editing	
	Intended Learning Activities Practice proofreading and editing paragraph Writing simple sentences	
	Resources and References Proofreading and editing paragraph(s)	
	Evaluation Proofreading and editing paragraph (in process) Discussion posts	**Weighting: 5%**
Wk.	**Hours: 2 Delivery: In Class**	
3	**Intended Learning Objectives** Paragraph writing (hamburger paragraph)	
	Intended Learning Activities Lecture, guided discussion, in-class activities, videos	
	Resources and References TBA	
	Evaluation Grammar modules (ongoing) Discussion posts	**Weighting**

Wk.	Hours: 1	Delivery: Lab
3	**Intended Learning Objectives** Becoming a better writer: grammar development and simple sentence writing	
	Intended Learning Activities Grammar modules (Parts of Speech); responding to discussion posts	
	Resources and References Available on DC Connect	
	Evaluation Grammar modules (on-going); discussion posts	**Weighting**
Wk.	**Hours: 2**	**Delivery: In Class**
4	**Intended Learning Objectives** Reading comprehension	
	Intended Learning Activities Lecture, guided discussion, in-class activities, videos	
	Resources and References **TBA**	
	Evaluation Paragraph assignment	**Weighting 10%**
Wk.	**Hours: 1**	**Delivery: Lab**
4	**Intended Learning Objectives** Becoming a better writer Grammar development and simple sentence writing	
	Intended Learning Activities Grammar modules (sentence elements and patterns) Responding to discussion posts	
	Resources and References Available on DC Connect	
	Evaluation Grammar modules (ongoing) Discussion posts	**Weighting**

Wk.	**Hours: 2** **Delivery: In Class**
5	**Intended Learning Objectives** Written communication (e-mail, text, etc)
	Intended Learning Activities Lecture, guided discussion, in-class activities, videos
	Resources and References TBA
	Evaluation **Weighting 5%** Reading comprehension assignment
Wk.	**Hours: 1** **Delivery: Lab**
5	**Intended Learning Objectives** Becoming a better writer Grammar development and simple sentence writing
	Intended Learning Activities Grammar modules (sentences faults) Responding to discussion posts
	Resources and References Available on DC Connect
	Evaluation **Weighting** Online grammar modules (ongoing) Discussion posts
Wk.	**Hours: 2** **Delivery: In Class**
6	**Intended Learning Objectives** Test review (grammar, paragraphs, reading, writing)
	Intended Learning Activities Lecture, guided discussion, in-class activities, videos
	Resources and References TBA
	Evaluation **Weighting 5%** Written communication assessment

Wk.	**Hours: 1** **Delivery: Lab**
6	**Intended Learning Objectives** Becoming a better writer Grammar development and simple sentence writing
	Intended Learning Activities Grammar modules (plural possessive nouns) Responding to discussion posts
	Resources and References Available on DC Connect
	Evaluation **Weighting** Grammar modules (ongoing) Discussion posts
Wk.	**Hours: 2** **Delivery: In Class**
7	**Intended Learning Objectives** Becoming a better writer Grammar development and simple sentence writing
	Intended Learning Activities Grammar modules (verb voice mood) Responding to discussion posts
	Resources and References Available on DC Connect
	Evaluation **Weighting** Grammar modules (ongoing) Discussion posts

Wk.	Hours: 1 Delivery: Lab
7	**Intended Learning Objectives** Becoming a better writer Grammar development and simple sentence writing
	Intended Learning Activities Grammar modules (verb voice mood) Responding to discussion posts
	Resources and References Available on DC Connect
	Evaluation **Weighting** Grammar modules (ongoing) Discussion posts
Wk.	**Hours: 2 Delivery: In Class**
8	**Intended Learning Objectives** The five-paragraph essay
	Intended Learning Activities Lecture Guided discussion In-class activities Videos
	Resources and References TBA
	Evaluation **Weighting**

Wk.	Hours: 1 Delivery: Lab
8	**Intended Learning Objectives** Becoming a better writer Grammar development and simple sentence writing
	Intended Learning Activities Grammar modules (prepositions) Responding to discussion posts
	Resources and References Available on DC Connect
	Evaluation **Weighting** Grammar modules (ongoing) Discussion posts

Wk.	Hours: 2 Delivery: In Class
9	**Intended Learning Objectives** MLA/APA citation format In-text citations
	Intended Learning Activities Lecture Guided discussion In-class activities Videos
	Resources and References TBA SALS,
	Evaluation MLA/APA paragraph assignment

Wk.	Hours: 1 Delivery: LAB
9	**Intended Learning Objectives** Becoming a better writer Grammar development and simple sentence writing Possible SALS activities for MLA here and/or library
	Intended Learning Activities Grammar modules (subject/verb agreement) Responding to discussion posts
	Resources and References Available on DC Connect
	Evaluation Online grammar modules (on-going) Discussion posts **Weighting**
Wk.	**Hours:** 2 **Delivery:** In Class
10	**Intended Learning Objectives** Plagiarism/credible sources SALS here to and library.
	Intended Learning Activities Lecture Guided discussion In-class activities Videos
	Resources and References TBA
	Evaluation
Wk.	**Hours: 1 Delivery:** LAB
10	**Intended Learning Objectives** Becoming a better writer Grammar development and simple sentence writing
	Intended Learning Activities Grammar modules (punctuation) Responding to discussion posts
	Resources and References Available on DC Connect
	Evaluation Grammar modules (on-line) Discussion posts **Weighting**

Wk.	Hours: 2 Delivery: In Class
11	**Intended Learning Objectives** Peer review of outlines/essay
	Intended Learning Activities Lecture Guided discussion In-class activities Videos
	Resources and References
	Evaluation Five paragraph essay
Wk.	**Hours:** 1 **Delivery:** Lab
11	**Intended Learning Objectives** Becoming a better writer Grammar development and simple sentence writing
	Intended Learning Activities Grammar modules (capitals/numbers) Responding to discussion posts
	Resources and References Available on DC Connect
	Evaluation **Weighting** Grammar modules (ongoing) Bonus discussion posts
Wk.	**Hours:** 2 **Delivery:** In Class
12	**Intended Learning Objectives** Presentation skills
	Intended Learning Activities Lecture Guided discussion In-class activities Videos
	Resources and References TBA
	Evaluation

Wk.	Hours: 1 Delivery: Lab
12	**Intended Learning Objectives** Becoming a better writer Grammar development and simple sentence writing Reviewing public speakers
	Intended Learning Activities Grammar modules (finish incomplete modules) Responding to discussion posts about public speakers
	Resources and References Available on DC Connect
	Evaluation **Weighting** 5% Grammar modules (ongoing) YouTube great speakers discussion post (in-process)
Wk.	**Hours:** 2 **Delivery:** In Class
13	**Intended Learning Objectives** Presentations Peer Evaluation
	Intended Learning Activities Presentations Peer Evaluation
	Resources and References
	Evaluation **Weighting:** Presentation rubric 10% Peer Evaluation 5%
Wk.	**Hours:** 1 **Delivery:** **Lab**
13	**Intended Learning Objectives** In-Process Assignment
	Intended Learning Activities In-Process online assignment
	Resources and References Available on DC Connect
	Evaluation In Process Assignment **Weighting** 5%

Wk.	Hours: 2 Delivery: In Class	
14	**Intended Learning Objectives** Presentations (continued) Peer Evaluations (continued)	
	Intended Learning Activities Presentations (continued) Peer Evaluations (continued)	
	Resources and References	
	Evaluation	**Weighting**
	Presentation rubric Peer Evaluation:	10% 5%
Wk.	**Hours:** 1 **Delivery:** Online	
14	**Intended Learning Objectives** Course Reflection	
	Intended Learning Activities Course Reflection	
	Resources and References Start/Stop/Continue student feedback	
	Evaluation	**Weighting**

School of Interdisciplinary Studies

Fundamentals of Interpersonal Communication

2015-16 Academic Year

School-Program	Year	Semester
IS - General Arts and Science Certificate (Student Success Pathway)	1	1

Course Code: COMM3712		**Course Equiv. Code(s): N/A**
Course Hours: 42		**Course GPA Weighting: 3**
Prerequisite: N/A		
Corequisite: N/A		
Laptop Course: Yes ☐	**No ☒**	
Delivery Mode(s): In class ☒	**Online ☐**	**Hybrid ☐**
Authorized by (Dean):		**Date: April 2016**

Author		
First Name	**Last Name**	**Email**
Omar	Salim	Omar.salim@durhamcollege.ca
Jeff	Zakoor	Jeff.zakoor@durhamcollege.ca

Course Description:

Complementing the foundations provided in Fundamentals of Personal Communication, this course focuses on developing students interpersonal communication skills. Students in this course will explore how to resolve conflict and deal with difficult individuals/team members by using a variety of communication techniques and approaches. This course encourages students to identify different communication approaches to group work and effectively developing a work plan amongst a team, while ensuring that their ideas are being heard and considered by the group. Students are introduced to practical strategies for reviewing the work of others and providing constructive feedback when working as part of a team. Students will have a group presentation at the end of the course, where they will be demonstrating the communication skills, strategies and techniques gained.

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/admissions/general-information/prior-learning-assessment-and-recognition-plar

PLAR Eligibility

Yes ☐ No ☒

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)	**Essential Employability Skill Outcomes (ESSO)**
Students receiving a credit for this course will have demonstrated their ability to:	This course will contribute to the achievement of the following Essential Employability Skills:
1. Demonstrate a reflective practice where desired values are recognized and align with lived values.	☒ 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.
2. Apply knowledge of varying interpersonal principles (e.g. listening consciously) that will support communication within varying contexts and with a diverse range of individuals.	☒ EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Understand the value of interdependence and how it contributes to effective working relationships and achievement of goals.	☐ EES 3. Execute mathematical operations accurately.
4. Apply conflict resolution strategies that will support communication within a variety of contexts and with a diverse range of individuals.	☒ 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 team 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:

A full description of the Academic Appeals Process can be found at http://www.durhamcollege.ca/.

Evaluation Description	Course Learning Outcomes	EESO	Weighting
In-Class Process	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES4, EES5, EES8, EES9, EES10, EES11.	25%
Assignment #1 (Individual Presentation)	CLO1, CLO 2	EES1, EES2, EES4, EES5, EES8, EES9, EES10, EES11.	10%
Mid-Term Test	CLO 1, CLO3	EES1, EES2, EES7, EES8, EES11.	20%
Assignment #2 (Group Charter & Proposal)	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES4, EES5, EES8, EES9, EES10, EES11.	10%
Assignment #3 (Group Presentation)	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES4, EES5, EES8, EES9, EES10, EES11.	20%
Assignment #4 (Final Individual Assignment)	CLO1, CLO2, CLO3, CLO4	EES1, EES2, EES4, EES5, EES8, EES9, EES10, EES11.	15%
Total			**100%**

Notes:

1. A student must be present to complete any in-class assignments.
2. All written work must be submitted in typed format as per the evaluation criteria.
3. All written work must be in full-sentence format except where noted. Failure to comply will result in a zero mark for that item/statement only.

Required Text(s) and Supplies:

☒ N/A

Recommended Resources (purchase is optional):

☐ N/A

1. Book: Covey, S. R. (1989). ***The 7 Habit of Highly Effective People***. New York: Simone & Schuster.
2.
3.

Policies and Expectations for the Learning Environment:

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) at http://www.durhamcollege.ca

Course Specific Policies and Expectations:

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 his/her responsibility to learn what was missed prior to the next class.

It is the student's responsibility to attend all classes, labs, evaluations, field placement, etc. In the event that the student cannot fulfill this obligation, it is the student's responsibility to notify their faculty, as required. In addition, the faculty and/or placement agency may require explanation/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 writing assignments 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 procedures. 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.

For attendance policies refer to the Academic policy and procedures and/or your course outline(s).

MISSED CLASS: If a student misses class time, that student is responsible for catching up on missed work, not the instructor. 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 your professor by email or phone prior to the scheduled class time they are unable to attend class.

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.

DISRUPTIONS: Any disruptive behaviour in the classroom may result in that student 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.

DEADLINES: As in the workplace, failure to meet deadlines results in loss of credibility and grades. Assignments not submitted by deadline will receive a grade of zero. Reconsideration will be given at the discretion of the Faculty if proper notification and documentation is given.

WRITTEN ASSIGNMENTS: All written papers are to be submitted to the faculty in the scheduled class on the specified date. Unless otherwise directed by the faculty, submissions made by other means than those written on the assignment instructions 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 handed in late, and there has not been a verbal, contractual agreement between the student and the faculty to extend the time for the assignment to be handed in. This assignment is considered late and will be assigned a grade of “0”.

Negotiated Late Assignment: This is an assignment that has been handed in late, but with the permission of the faculty. It is responsibility of the student to notify the faculty no later than 24 hours prior to the submission date, ifs/he is unable to submit the assignment as directed. The faculty and student, through discussion, will have mutually agreed on the time/extension that the student will receive to hand in the assignment. The student’s grade will be penalized at the rate of 10% per day (including due date of assignment) for each extra negotiated day. A “day” is a normal school day or placement day. Negotiated late assignments must be submitted to the faculty in person in order to be accepted for marking.

Extenuating Circumstances: In the event of unexpected absence, students must contact the course faculty before the class starts. The faculty will consider individually, rare extenuating circumstances, which may cause an assignment to be late. The student must provide appropriate documentation (e.g. note from doctor, dentist, etc.) to validate the absence and secure permission for the assignment to be submitted at a later time and/or date. The assignment must be submitted to the faculty in person in order to be accepted for marking.

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 24 hours of the scheduled test time and where possible, alternate arrangements may be made. Voicemail messages and email messages are acceptable forms of notification if you are unable to speak with the faculty directly using DC Connect email.

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 24 hours prior to 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 acknowledgment. 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. 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.

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 Interdisciplinary Studies & Employment Services (Room SW216).

Course Specific Policies and Expectations:

LATE ASSIGNMENT/MISSED TEST:

- No prior notification - zero grade.
- Prior notification, valid reason, extension granted - 10% Penalty.
- Extension date missed, no prior notification - zero grade.
- Extension date missed, prior notification, valid reason - 20% penalty.
- Prior notification, valid reason - no penalty, test time ASAP after or prior to dates.

1. This course specifically endorses and will use where appropriate Campus Mediation Services (CMS).

2. This course acknowledges cultural pluralism and that through distinctions in race, creed, ability, place of origin and/or sexual orientation, there are many perspectives which shape and create meaning in this world. This course specifically endorses, where possible, the use of readings, discussions and case studies that enable students to understand and recognize the legitimacy of difference as well as engage and support concepts of compatibility

3. This course adheres to the core values: Honesty, Integrity, Commitment, Respect, Accountability, Teamwork and Leadership.

4. Deportment and Decorum: CHARACTER, BEHAVIOUR and ACADEMICS are equally important to student success. It is expected that students will treat everyone with DIGNITY and RESPECT, including your classmates, professors and staff.

5. Attendance will be taken every class.

General Policies and Expectations:

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. MyCampus, 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 ACS 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	**Intended Learning Objectives** Individual Introductions Introduce course & review course outline Discuss expectations for class learning environment (Group Building Activity/Casual Conversations) "What I know, What I want to Know & What I need to Know" Identify individual expectations related to the course 7 Habits of Highly Effective People (handout referred to throughout the course)
	Intended Learning Activities Ice Breaker, introduction exercise (group building activity) Small group activity to share and retrieve: information about incoming knowledge, skills, values and expectations.
	Resources and References 7 Habits of Highly Effective People Handout Handouts YouTube Videos PowerPoint DC Connect
	Evaluation **Weighting** In-class exercises
Wk.	**Hours: 3 Delivery: In class**
2	**Intended Learning Objectives** What is the self & how does it develop in relation to other Communication & personal identity Speaking & listening effectively/ethically Review individual presentation assignment #1
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection
	Resources and References Julian Treasure Ted Talk #1 (listening) & Ted Talk #2 (speaking) Handouts YouTube Videos PowerPoint DC Connect

	Evaluation	**Weighting**
	In-class exercises	
Wk.	**Hours: 3** **Delivery: In Class**	
3	**Intended Learning Objectives** Individual presentation assignment #1 due (self & peer assessment) Debrief individual presentations	
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection	
	Resources and References Handouts YouTube Videos PowerPoint DC Connect	
	Evaluation	**Weighting**
	Individual presentation assignment #1 due	10%
	In-class exercises	
Wk.	**Hours: 3** **Delivery: In Class**	
4	**Intended Learning Objectives** Communications, perception & change The transactional model of communication & adapting/knowing your audience Introducing assignment #2 (group charter & proposal) Meetings: conducting effective meetings in your group	
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection	
	Resources and References Handouts YouTube Videos PowerPoint DC Connect	
	Evaluation	**Weighting**
	in-class exercises	
Wk.	**Hours: 3** **Delivery: In Class**	
5	**Intended Learning Objectives**	

	Verbal & nonverbal dimensions of communication (e.g. body language, dress code and context) Using ICE (Ideas, Connections & Extensions) to communicate your ideas
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection
	Resources and References ICE Handout & Exercise Handouts YouTube Videos PowerPoint DC Connect
	Evaluation **Weighting** in-class exercises
Wk.	**Hours: 3** **Delivery: In Class**
6	**Intended Learning Objectives** Intercultural communication Midterm test review
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection
	Resources and References Handouts YouTube Videos PowerPoint DC Connect
	Evaluation **Weighting** In-class exercises
Wk.	**Hours: 3** **Delivery: In Class**
7	**Intended Learning Objectives** Midterm test In class time dedicated for group charter & proposal due via DC Connect drop box at the end of the week
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection
	Resources and References Course content & exercises from weeks 1 - 6 Handouts YouTube Videos PowerPoint

	DC Connect	
	Evaluation Midterm Test Assignment #2 (group charter & proposal due) In-class exercises	**Weighting** 20% 10%
Wk.	**Hours: 3** **Delivery: In Class**	
8	**Intended Learning Objectives** Managing & resolving conflict Practicing self & peer evaluation (Using Survey Monkey to create dialogue, accountability and performance feedback) Midterm test & assignment #2 (group charter & proposal) debrief Review assignment #3 group presentation	
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection	
	Resources and References Handouts YouTube Videos PowerPoint DC Connect	
	Evaluation In-class exercises	**Weighting**
Wk.	**Hours: 3** **Delivery: In Class**	
9	**Intended Learning Objectives** Brainstorming - individual and group (purpose, methods & results) In-class work time – Assignment #3 group presentation research & preparation	
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection	
	Resources and References Handouts YouTube Videos PowerPoint DC Connect	
	Evaluation In-class exercises	**Weighting**

Wk.	**Hours: 3** **Delivery: In Class**
10	**Intended Learning Objectives** Review final individual assignment #4 In-class work time – Assignment #3 group presentation research & preparation
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection
	Resources and References Handouts YouTube Videos PowerPoint DC Connect
	Evaluation **Weighting** In-class exercises
Wk.	**Hours: 3** **Delivery: In Class**
11	**Intended Learning Objectives** In-class work time – final individual assignment #4 (meeting in the computer lab)
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection
	Resources and References Handouts YouTube Videos PowerPoint DC Connect
	Evaluation **Weighting** In-class exercises
Wk.	**Hours: 3** **Delivery: In Class**
12	**Intended Learning Objectives** Assignment #3 group presentations due
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection
	Resources and References Handouts YouTube Videos

	PowerPoint DC Connect	
	Evaluation	**Weighting**
	Assignment #3 group presentations	20%
	In-class exercises	
Wk.	**Hours: 3** **Delivery: In Class**	
13	**Intended Learning Objectives** In-class work time – Final Individual assignment #4 (meeting in the computer lab)	
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection	
	Resources and References Handouts YouTube Videos PowerPoint DC Connect	
	Evaluation	**Weighting**
	In-class exercises	
Wk.	**Hours: 3** **Delivery: In Class**	
14	**Intended Learning Objectives** Assignment #4 Group Presentations due Course review and reflection	
	Intended Learning Activities Lecture/Exercise/Video/Discussion/Group Work/Reflection	
	Resources and References Handouts YouTube Videos PowerPoint DC Connect	
	Evaluation	**Weighting**
	Assignment #4 final individual group presentations	15%
	In-class exercises	

DURHAM COLLEGE
SUCCESS MATTERS

School of Interdisciplinary Studies & Employment Services

Intermediate Compute Applications

2015-16 Academic Year

Program	Year	Semester
ISES-General Arts and Science Certificate	1	1
ISES-General Arts and Science Certificate	1	2
ISES-General Arts and Science Diploma	1	1
ISES-General Arts and Science Diploma	1	2

Course Code:	COMP 2701	**Course Equiv. Code(s):**	N/A
Course Hours:	42	**Course GPA Weighting:**	3
Prerequisite:	N/A		
Corequisite:	N/A		
Laptop Course:	**Yes** [ ] **No** [X]		
Delivery Mode(s):	**In class** [ ] **Online** [ ] **Hybrid** [X]		
Authorized by (Dean or Director):	Stephanie Ball	**Date:**	August 2015

Prepared by		
First Name	**Last Name**	**Email**
Lynne	Lyon	lynne.lyon@durhamcollege.ca

Course Description:

This subject enables the learner to use the PC computer effectively at an intermediate level including file and folder management and cloud computing. Students will use Word 2013, Excel 2013, and PowerPoint 2013 at intermediate levels as a tool for document, spreadsheet, and chart preparation and presentation techniques. Basic proficiency of these three applications will be required for students enrolling in this course. Learners will also use Microsoft Office 2013 combined applications to prepare presentations integrated with documents and charts as a culminating project. Students must have access to a PC to be successful in this course.

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

The PLAR is a 3 hour theory (multiple choice) and practical simulation test covering file and folder management, cloud computing, intermediate Word 2013, Excel 2013, and PowerPoint 2013 and integration of these three Office applications. Internet and email access is required during the test.

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)

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

CLO1 Manage, tag and organize files and folders in a structured system

CLO2 Use the computer and Word 2013 at an intermediate level to produce documents with more advanced formatting

CLO3 Use the computer and Excel 2013 at an intermediate level to create various charts to supplement spreadsheet data, use and create formulae to analyze and manipulate spreadsheet data

CLO4 Use the computer and PowerPoint 2013 to produce an effective presentation

CLO5 Use the computer and PowerPoint 2013 to produce a presentation incorporating other Microsoft 2013 applications (Word and Excel)

CLO6 Use the internet for research, cloud computing, and email to communicate and to submit tests and assignments

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievment 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.
- [ ] EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- [ ] EES 3. Execute mathematical operations accurately.
- [ ] EES 4. Apply a systematic approach to solve problems.
- [X] EES 5. Use a variety of thinking skills to anticipate and solve problems.
- [X] EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- [X] EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- [ ] EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- [ ] EES 9. Interact with others in groups or team 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.
- [X] 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
Quizzes (best 10 of 12, 10@1%)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES5, EES7, EES10	10
File and Folder Management	CLO1, CLO6	EES5, EES6, EES7, EES10, EES11	6
Word Assignments	CLO1, CLO2, CLO6	EES5, EES6, EES7, EES10, EES11	12
Word Test	CLO1, CLO2, CLO6	EES5, EES6, EES10, EES11	15
PowerPoint Assignments	CLO1, CLO4, CLO6	EES1, EES5, EES6, EES10, EES11	15
PowerPoint Test	CLO1, CLO4, CLO6	EES1, EES5, EES6, EES7, EES10, EES11	10
Excel Assignments	CLO1, CLO3, CLO6	EES1, EES5, EES6, EES7, EES10, EES11	7
Integrated Research Project	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES5, EES6, EES7, EES10, EES11	10
Excel and Combined Applications Test	CLO1, CLO3, CLO6	EES1, EES5, EES6, EES7, EES10, EES11	15
Total			**100%**

Notes:

1. A total of 12 quizzes will occur during the term. The two lowest scoring quizzes will be discarded. This allows the student to miss two quizzes without losing marks. Students must be in class to write the quiz.
2. Assignments are to be submitted on the due date at the prescribed time, unless otherwise directed by the professor. Late assignments will be attributed a "0", acknowledging a heavy penalty in keeping with the importance placed on deadlines within the workplace environment.
3. Missed in-class assignments and quizzes many NOT be made up at a later date. Attendance is crucial.
4. The student may write the Comprehensive Test at the end of the semester to make up the value of ONE missed test. A second missed test will result in a mark of zero.

Required Text(s) and Supplies:

1. - Gaskin, Shelley et al. Intermediate Computer Applications, COMP 2700, Custom Program for CIS, Prentice Hall
   - myitlab access bundled with text
   - USB flash drive (any size)
   - Notebook/binder for organizing handouts and keeping notes

Recommended Resources (purchase is optional):

N/A

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

Gerneral College policies related to	Gerneral 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) at http://www.durhamcollege.ca/

Course Specific Policies and Expectations:

This class will consist of 3 hours per week. If you are enrolled in a hybrid section, you will have two lab hours per week and one on-line/out of classroom hour per week. If you are enrolled in an online section, you will have all hours delivered via myitlab and DC Connect. There will be no classroom lab hours.

Attendance is the key factor leading to student success. If a student is absent, it is his/her responsibility to learn what has been missed.

The professor will demonstrate, administer tests, quizzes, and in-class assignments, give homework assignments, collect assignments, hand out additional course material, and return marked work etc. during these hours.

The students will do hands-on practical work from the text and related website and complete assignments, tests, and quizzes during class hours. Students will also be expected to do and submit homework assignments for marks.
Any hybrid/homework assignments must be submitted as prescribed on time on the due date to be marked. LATE ASSIGNMENTS WILL NOT BE MARKED.

Hybrid section students arriving 20 minutes after the beginning of a test period will not be admitted. No student shall leave any test within the first 20 minutes.
Plagiarism will not be tolerated! Protect your work from others and do not submit another's work. Everyone involved will receive a zero and disciplinary actions will be taken. Ask if you are unsure!

Facebook, Chat, Gaming: Studies and feedback have revealed that these activities distract other students and detract from your learning. They are not acceptable classroom behaviour. Students involved in unnecessary chatting, social Media browsing, or gaming during a teaching session will be asked to leave the room.

Missed in-class assignments and quizzes may NOT be made up at a later date. Again, attendance is crucial.

The student may write the Comprehensive Test at the end of the semester to make up the value of ONE missed test.

A second missed test will result in a mark of zero.

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. MyCampus, DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
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Learning Plan

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

Wk.	Hours: 2 Delivery: In Class	
1	**Intended Learning Objectives** Introduction to the course outline, text and online materials	
	Intended Learning Activities Introduction to LMS, myitlab, create registration profile, enroll in the correct class Introduction to online self-evaluation tool to determine correct course placement Comp 1701 vs Comp 2700	
	Resources and References Custom Text PowerPoint Videos	
	Evaluation Quizzes (best 10 of 12 @ 1%, ongoing)	**Weighting** 11
Wk.	**Hours:** 1 **Delivery:** Online	
1	**Intended Learning Objectives** .	
	Intended Learning Activities Complete the Self-Diagnostic Placement test (if necessary)	
	Resources and References Custom Text PowerPoint Videos	
	Evaluation .	

Wk.	Hours: 2	Delivery: In Class	
2	**Intended Learning Objectives** File and Folder Management Navigate Windows Explorer - Create Files and Folders - Moving and Rename Folders - Copy files - Move, Rename and Delete Files - Compress Files - Use Address Bar to Navigate - Add Descriptions and Tags to Files - Search Files and Folders Windows Tricks and Tips - Use Snipping Tool - Pin - Snap		
	Intended Learning Activities Demonstration/practice Text and Online Activities		
	Resources and References N/A		
	Evaluation Printouts and online Scheduled Quiz		**Weighting** 3

Wk.	Hours: 1	Delivery: Online	
2	**Intended Learning Objectives** File and Folder Management Navigate Windows Explorer - Create Files and Folders - Moving and Rename Folders - Copy files - Move, Rename and Delete Files - Compress Files - Use Address Bar to Navigate - Add Descriptions and Tags to Files - Search Files and Folders Windows Tricks and Tips - Use Snipping Tool - Snap		
	Intended Learning Activities Text and Online Activities		
	Resources and References N/A		
	Evaluation Printouts and online		**Weighting** 3

Wk.	Hours: 2	Delivery: In Class	
3	**Intended Learning Objectives** Intermediate Word 2013 Chapter 2 Create a Table Insert Text into a Table Insert Bulleted Lists into a Table Format a Table Create a Custom Word Template Correct and Reorganize Text Check Spelling and Grammar Use Thesaurus, AutoCorrect Create and Edit a Document Using a Template Use Find and Replace		
	Intended Learning Activities Demonstration/practice Text and online activities		
	Resources and References Custom Text PowerPoint Video		
	Evaluation Printouts and online		**Weighting** 3
Wk.	**Hours:** 1	**Delivery:** Online	
3	**Intended Learning Objectives** Intermediate Word 2013 Chapter 2 Create a Table Insert Text into a Table Insert Bulleted Lists into a Table Format a Table Create a Custom Word Template Correct and Reorganize Text Check Spelling and Grammar Use Thesaurus, AutoCorrect Create and Edit a Document Using a Template Use Find and Replace		
	Intended Learning Activities Text and online activities		
	Resources and References Custom Text PowerPoint Video		
	Evaluation Printouts and online		**Weighting** 3

Wk.	Hours: 2	Delivery: In Class	
4	**Intended Learning Objectives** Intermediate Word 2013 Chapter 4A Apply and Modify Quickstyles Create New Styles Manage Styles Create, Modify and Apply a Multilevel List		
	Intended Learning Activities Demonstration/practice Text and online activities		
	Resources and References Custom Text PowerPoint Video		
	Evaluation Printouts and online		**Weighting** 1
Wk.	**Hours:** 1	**Delivery:** Online	
4	**Intended Learning Objectives** Intermediate Word 2013 Chapter 4A Apply and Modify Quickstyles Create New Styles Manage Styles Create, Modify and Apply a Multilevel List		
	Intended Learning Activities Text and online activities		
	Resources and References Custom Text PowerPoint Video		
	Evaluation Printouts and online		**Weighting** 2

Wk.	Hours: 2	Delivery: In Class	
5	**Intended Learning Objectives** Intermediate Word 2013 Chapter 4B Change Style Set and Paragraph Spacing Insert a Chart and Enter/Edit Data Change Chart Type Format Chart Style and Elements Save Chart as a Template		
	Intended Learning Activities Demonstration/practice Text and online activities		
	Resources and References Custom Text PowerPoint Video		
	Evaluation Text and online activites		**Weighting** 1

Wk.	Hours: 1	Delivery: Online	
5	**Intended Learning Objectives** Intermediate Word 2013 Chapter 4B Change Style Set and Paragraph Spacing Insert a Chart and Enter/Edit Data Change Chart Type Format Chart Style and Elements Save Chart as a Template		
	Intended Learning Activities Text and online activities		
	Resources and References Custom Text PowerPoint Video		
	Evaluation Text and online activites		**Weighting** 2

Wk.	Hours: 2	Delivery: In Class	
6	**Intended Learning Objectives** Test: Intermediate Word 2013		
	Intended Learning Activities Test		
	Resources and References N/A		
	Evaluation Theory and Practical Test		**Weighting** 15
Wk.	**Hours:** 1	**Delivery:** Online	
6	**Intended Learning Objectives** PowerPoint 2013 Chapter 2A Format Numbered and Bulleted Lists Insert ClipArt Insert Text Boxes and Shapes, Add Text Format Objects		
	Intended Learning Activities Text and online activities		
	Resources and References Custom Text PowerPoint Video		
	Evaluation Online activities		**Weighting** 3

Wk.	Hours: 2	Delivery: In Class
7	**Intended Learning Objectives** PowerPoint 2013 Chapter 2B Duplicate, Align and Distribute Objects Insert and Edit Pictures, Format Pictures Insert Text Boxes and Shapes Format Objects Remove Picture Backgrounds Insert WordArt Create and Format SmartArt PowerPoint 2013 Chapter 3 Customize Slide Backgrounds and Themes Animate a Slide Show Insert a Video Create and Modify a Table Create and Modify a Chart	
	Intended Learning Activities Demonstration/practice Text and online activities	
	Resources and References Custom Text PowerPoint Video	
	Evaluation Text and online activities	**Weighting** 3

Wk.	Hours: 1	Delivery: Online
7	**Intended Learning Objectives** PowerPoint 2013 Chapter 2B Duplicate, Align and Distribute Objects Insert and Edit Pictures, Format Pictures Insert Text Boxes and Shapes Format Objects Remove Picture Backgrounds Insert WordArt Create and Format SmartArt PowerPoint 2013 Chapter 3 Customize Slide Backgrounds and Themes Animate a Slide Show Insert a Video Create and Modify a Table Create and Modify a Chart	
	Intended Learning Activities Text and online activities	
	Resources and References Custom Text PowerPoint Video	
	Evaluation Text and online activities	**Weighting** 3

Wk.	Hours: 2	Delivery: In Class
8	**Intended Learning Objectives** PowerPoint 2013 Chapter 5 Use Picture Corrections Add a Border to a Picture Change the Shape of a Picture Add a Picture to a WordArt Object and Merge Shapes Enhance a Presentation with Audio and Video Create, Edit, Caption a Photo Album, Crop Pictures PowerPoint 2013 Chapter 6 Apply and Modify Slide Transitions Apply and Modify Custom Animation Effects Insert Hyperlinks Create Custom Slide Show Present and View a Presentation	
	Intended Learning Activities Demonstration/practice Text and online activities	
	Resources and References Custom Text PowerPoint Video	
	Evaluation Text and online activities	**Weighting** 3

Wk.	Hours: 1	Delivery: Online
8	**Intended Learning Objectives** PowerPoint 2013 Chapter 5 Use Picture Corrections Add a Border to a Picture Change the Shape of a Picture Add a Picture to a WordArt Object and Merge Shapes Enhance a Presentation with Audio and Video Create, Edit, Caption a Photo Album, Crop Pictures PowerPoint 2013 Chapter 6 Apply and Modify Slide Transitions Apply and Modify Custom Animation Effects Insert Hyperlinks Create Custom Slide Show Present and View a Presentation	
	Intended Learning Activities Demonstration/practice Text and online activities	
	Resources and References Custom Text PowerPoint Video	
	Evaluation Text and online activities	**Weighting** 3

Wk.	Hours: 2	Delivery: In Class	
9	**Intended Learning Objectives** Test PowerPoint 2013		
	Intended Learning Activities Test		
	Resources and References N/A		
	Evaluation Theory and practical test		**Weighting** 10
Wk.	**Hours:** 1	**Delivery:** Online	
9	**Intended Learning Objectives** Intermediate Excel 2013 Chapter 2A Use SUM, AVERAGE, MEDIAN, MIN, and MAX functions Move Data, Resolve Errors, Rotate Text Use COUNTIF and IF functions Use Date & Time Function Freeze Panes Create, Sort and Filter and Excel Table Format and Print a Large Worksheet		
	Intended Learning Activities Text and online activities		
	Resources and References Custom Text PowerPoint Video		
	Evaluation Online activities (Intro for hybrid hour; will continue into Week 9)		**Weighting** 2

Wk.	Hours: 2 Delivery: In Class	
10	**Intended Learning Objectives** Intermediate Excel 2013 Chapter 2B Navigate Workbook and Rename Sheets Enter Dates, Clear Contents and Clear Formats Copy and Paste using Paste Options Gallery Edit and format multiple worksheet at the same time Create Summary Sheet with Sparklines Format and Print Multiple Worksheets within a Workbook	
	Intended Learning Activities Demonstration/practice Text and online activities	
	Resources and References Custom Text PowerPoint Video	
	Evaluation Text and online activities	**Weighting** 1

Wk.	Hours: 1 Delivery: Online	
10	**Intended Learning Objectives** Intermediate Excel 2013 Chapter 2B Navigate Workbook and Rename Sheets Enter Dates, Clear Contents and Clear Formats Copy and Paste using Paste Options Gallery Edit and format multiple worksheet at the same time Create Summary Sheet with Sparklines Format and Print Multiple Worksheets within a Workbook	
	Intended Learning Activities Text and online activities	
	Resources and References Custom Text PowerPoint Video	
	Evaluation Text and online activities	**Weighting** 1

Wk.	Hours: 2 Delivery: In Class	
11	**Intended Learning Objectives** Intermediate Excel 2013 Chapter 3A Chart Data with a Pie Chart Format a Pie Chart Edit a Workbook and Update a Chart Use Goal Seek to perform What-If Analysis Prepare and Print Worksheet with a Chart Sheet	
	Intended Learning Activities Demonstration/practice Text and online activities	
	Resources and References Custom Text PowerPoint Video	
	Evaluation Text and online activities	**Weighting** 1
Wk.	**Hours:** 1 **Delivery:** Online	
11	**Intended Learning Objectives** Intermediate Excel 2013 Chapter 3A Chart Data with a Pie Chart Format a Pie Chart Edit a Workbook and Update a Chart Use Goal Seek to perform What-If Analysis Prepare and Print Worksheet with a Chart Sheet	
	Intended Learning Activities Text and online activities	
	Resources and References Custom Text PowerPoint Video	
	Evaluation Text and online activities	**Weighting** 1

Wk.	Hours: 2 Delivery: In Class
12	**Intended Learning Objectives** Office 2013 Project Office 2013 Integrated Projects Create an Excel Worksheet from a Word Table Copy and Paste an Excel Chart into Other Programs Copy and Paste an Object from PowerPoint into Excel Link Excel Data to a Word document Modify Linked Data and Update Links
	Intended Learning Activities Demonstration and Discussion, In-class prep time Project work
	Resources and References Handout PowerPoint demo
	Evaluation Printouts - averaged within quizzes
Wk.	**Hours:** 1 **Delivery:** Online
12	**Intended Learning Objectives** Office 2013 Project Office 2013 Integrated Projects Create an Excel Worksheet from a Word Table Copy and Paste an Excel Chart into Other Programs Copy and Paste an Object from PowerPoint into Excel Link Excel Data to a Word document Modify Linked Data and Update Links
	Intended Learning Activities Project work
	Resources and References Handout PowerPoint demo
	Evaluation Printouts

Wk.	Hours: 2	Delivery: In Class	
13	**Intended Learning Objectives** Project Assignment Due Test Excel 2013 and Combined Applications		
	Intended Learning Activities Test and project submission		
	Resources and References N/A		
	Evaluation Submission of Project at start of class via USB key and printout including Checklist Theory and Practical Test		**Weighting** 25
Wk.	**Hours:** 2	**Delivery:** In Class	
14	**Intended Learning Objectives** Comprehensive Test (if necessary) % Value of missed test		
	Intended Learning Activities Comprehensive Test (if necessary)		
	Resources and References N/A		
	Evaluation Test		

School of Interdisciplinary Studies & Employment Services

Introduction to Psychology - An Applied Science

2015-16 Academic Year

Program	Year	Semester
ISES-General Education elective to be delivered across all programs	N/A	N/A

Course Code:	GNED 1106	**Course Equiv. Code(s):**	PSYC 1051, PFP 102, PSYC 1000, PSYC 1050, GNED 1090, GNED 1102
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** [ ] **Hybrid** [ ]		
Authorized by (Dean or Director):	Stephanie Ball	**Date:**	July 2015

Prepared by		
First Name	**Last Name**	**Email**
Lynne	Kennette	lynne.kennette@durhamcollege.ca

Course Description:

Psychology is the study of human behavior. This course is designed to increase student understanding of the basic principles that underlie behaviour. Through practical examples, students will be introduced to important psychological concepts and key research findings. The course examines such processes as: biology and behaviour, sensation and perception, learning, memory, emotion, motivation, and social psychology.

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

As specified by professor.

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)

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

CLO1 Recognize the key principles, perspectives, and methods of psychology.

CLO2 Identify the connections among biology, behaviour, and mental processes in predicting human behaviour.

CLO3 Recognize the nature of human memory and its fallibilities in everyday situations.

CLO4 Identify the processes of sensation and perception in everyday situations.

CLO5 Define the various types of learning and recognize the roles that learning principles play in terms of common behaviour.

CLO6 Identify the various motives and emotions that play a significant part in determining human responses.

CLO7 Recognize the role of social, cultural, and lifestyle contexts in terms of individual behaviour.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievment 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.

[X] EES 4. Apply a systematic approach to solve problems.

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

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

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

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

[ ] EES 9. Interact with others in groups or team 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.

[X] 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
Assignment 1 (week 4)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	10
Test 1 (week 5)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES11	20
Test 2 (week 9)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES11	20
Assignment 2 (week 11)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES8, EES10, EES11	10
Test 3 (week 14)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES11	20
In-class activities (weekly)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES4, EES5, EES6, EES7, EES11	20
Total			**100%**

Notes:

1. The following items will be used to calculate the midterm grade: Assignment 1, Test 1, and at least 1 In-class Activity.

   All assignments will be explained in class and submitted online via DC Connect's Dropbox. Students may consult the documentation posted on DC Connect if unsure of how to upload documents. Late assignment and hard copies of assignments are NOT accepted for any reason.

   As in the workplace, failure to meet deadlines results in loss of credibility and grades. Assignments not submitted by the deadline will receive a grade of zero. Reconsideration for missed tests will be given at the discretion of the faculty if proper notification and documentation is provided.

Required Text(s) and Supplies:

1. Wood, S. E., Wood, E. G., Boyd, D., Wood, E., & Desmarais, S. (2013). The World of Psychology (7th Canadian Edition), Pearson. ISBN: 9780133887556 (also available: binder-ready ISBN: 9780133929577 and etext ISBN: 9780205229932)

Recommended Resources (purchase is optional):

1. Wood, S. E., Wood, E. G., Boyd, D., Wood, E., & Desmarais, S. (2013). The World of Psychology (7th Canadian Edition), Pearson. ISBN: 9780133887556 (also available: binder-ready ISBN: 9780133929577 and etext ISBN: 9780205229932)

   Recommended Resources:
   (purchase optional)

   Online study package: MyPsychLab (Discounted rate if purchased with the textbook (included with the ISBNs

above).

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

Gerneral College policies related to	Gerneral 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) at http://www.durhamcollege.ca/

Course Specific Policies and Expectations:

IN-CLASS ACTIVITIES: In-class Activities will be conducted in the classroom throughout the semester. Some of these will be counted as part of your grade. These will not be announced ahead of time. They will occur on various days and may have different point values, at the discretion of the instructor. These activities cannot be made up for points outside of class time, regardless of the reason for your absence. No exceptions. Students may complete these activities during office hours, but will NOT be awarded any points.

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. MyCampus, 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 are 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 ACS 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	**Intended Learning Objectives** MCU requirement for General Education, connection of Course Learning Outcomes to relevant careers, General Education website, visit the General Education website at: http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education Introduction to the course Expectations for class learning environment Overview of MyPsychLab
	Intended Learning Activities Icebreaker activity Group discussion
	Resources and References Course Outline DC Connect Textbook
	Evaluation In-class activities (various weeks, for a total of 20%)
Wk.	**Hours:** 3 **Delivery:** In Class
2	**Intended Learning Objectives** Introduction to Psychology - Introduction - Research - Perspectives
	Intended Learning Activities Lecture Group discussion Practice activity
	Resources and References Chapter 1 DC Connect
	Evaluation .

Wk.	Hours: 3	Delivery: In Class
3	**Intended Learning Objectives** Biology and Behaviour - Brain and neurons - The nervous systems Review Assignment 1 expectations	
	Intended Learning Activities Lecture Video clips Group discussion Experiment	
	Resources and References Chapter 2 DC Connect	
	Evaluation .	
Wk.	**Hours:** 3	**Delivery:** In Class
4	**Intended Learning Objectives** Sensation and Perception - The 5 senses - Making sense of sensory input Review for Test 1	
	Intended Learning Activities Lecture Video clips Group discussion Experiments Practice activity	
	Resources and References Chapter 3 DC Connect	
	Evaluation Assignment #1	**Weighting** 10%

Wk.	Hours: 3	Delivery: In Class	
5	**Intended Learning Objectives** Test #1 (Chapters 1, 2, 3)		
	Intended Learning Activities .		
	Resources and References .		
	Evaluation Test #1		**Weighting** 20%
Wk.	**Hours:** 3	**Delivery:** In Class	
6	**Intended Learning Objectives** Review Test #1 Learning - Classical conditioning		
	Intended Learning Activities Lecture Video clips Group discussion Experiments Practice activity		
	Resources and References Chapter 5 DC Connect		
	Evaluation .		
Wk.	**Hours:** 3	**Delivery:** In Class	
7	**Intended Learning Objectives** Learning - Operant conditioning - Cognitive learning - Behaviour modification Review Assignment 2 expectations		
	Intended Learning Activities Lecture Video clips Group discussion Practice activity		
	Resources and References Chapter 5 DC Connect		
	Evaluation .		

Wk.	Hours: 3 Delivery: In Class
8	**Intended Learning Objectives** Memory - Storage and retrieval - Forgetting Review for Test 2
	Intended Learning Activities Lecture Video clips Group discussion Experiments Practice activity
	Resources and References Chapter 5 DC Connect
	Evaluation .
Wk.	**Hours:** 3 **Delivery:** In Class
9	**Intended Learning Objectives** Test #2 (Chapters 5, 6)
	Intended Learning Activities .
	Resources and References .
	Evaluation Test 2

Wk.	Hours: 3	Delivery: In Class
10	**Intended Learning Objectives** Review Test #2 Motivation and Emotion - Theories - Expression	
	Intended Learning Activities Lecture Video clips Group discussion Experiments	
	Resources and References Chapter 9 DC Connect	
	Evaluation .	
Wk.	**Hours:** 3	**Delivery:** In Class
11	**Intended Learning Objectives** Social Psychology - Perception - Attraction - Group influence - Conformity, obedience	
	Intended Learning Activities Lecture Video clips Group discussion Experiment	
	Resources and References Chapter 10 DC Connect	
	Evaluation Assignment #2	**Weighting** 10%

Wk.	Hours: 3 Delivery: In Class
12	**Intended Learning Objectives** Social Psychology - Compliance - Attitude and attitude change, prejudice and discrimination - Prosocial behaviour
	Intended Learning Activities Lecture Video clips Group discussion Experiment Practice activity
	Resources and References Chapter 10 DC Connect
	Evaluation .
Wk.	**Hours:** 3 **Delivery:** In Class
13	**Intended Learning Objectives** Health and Stress - Theories - Sources - Coping Review for Test #3
	Intended Learning Activities Lecture Video clips Group discussion Practice activity
	Resources and References Chapter 12 DC Connect
	Evaluation .

Wk.	Hours: 3 Delivery: In Class
14	**Intended Learning Objectives** Test #3 (Chapters 9, 10, 12)
	Intended Learning Activities .
	Resources and References .
	Evaluation Test 3

School of Interdisciplinary Studies & Employment Services

Introduction to Sociology

2015-16 Academic Year

Program	Year	Semester
ISES-General Education elective to be delivered across all programs	N/A	N/A

Course Code:	GNED 1407	**Course Equiv. Code(s):**	SOCI 1051, SOCI 1050, SOCI 1000
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** [X]		
Authorized by (Dean or Director):	Stephanie Ball	**Date:**	September 2015

Prepared by		
First Name	**Last Name**	**Email**
Kathleen	Flynn	Kathleen.flynn@durhamcollege.ca

Course Description:

Sociology is the study of people and how they interact with each other and various social groups. This course deals with the study of people's lives, their relationship to society as a whole, and how people are affected by the society in which they live. The concepts, theories and methods of the discipline will be introduced and discussed with particular emphasis on the dynamics of Canadian society and Canadian social problems.

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)

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

CLO1 Apply the "Sociological Imagination" to describe how people and human behaviour are shaped by social variables throughout the life span.

CLO2 Investigate sociological theories as they pertain to diverse social issues to challenge their own assumptions by analyzing and evaluating relevant information from a variety of sources.

CLO3 Articulate basic concepts, theories, and major social variables that impact behaviour and apply them to features of Canadian society at macro and micro levels.

CLO4 Discuss sociological theories, concepts, and ideas about family, socialization, social stratification, ethnicity, deviance and culture in groups to express empirically as well as theoretically-based opinions in a manner that shows respect for diverse opinions, values, belief systems, and contributions of others.

CLO5 Develop an awareness of how society operates using relevant communicative strategies to derive meanings that are applicable to active citizenship.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievment 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.
- [X] EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- [X] EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- [ ] EES 9. Interact with others in groups or team 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
Quizzes (9 Chapter Quizzes @ 5% each)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES7, EES8	45
Midterm Assignment (Due Week #5)	CLO1, CLO2, CLO3, CLO5, CLO6	EES1, EES2, EES6, EES7, EES8	10
Final Term Assignment (Due Week Week #11)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES6, EES7, EES8	25
In Process Assignments (10% for Assignments from Week 1 - 6 and 10% for Assignments from Week 7 - 14)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES6, EES7, EES8	20
Total			**100%**

Notes:

1. The quizzes will be made up of a combination of multiple choice, true/false, and short answer questions. Each chapter quiz will be worth 5% for a total of 45% of the entire course. A doctors note for missed tests for medical reasons must be presented to the professor to discuss make up options.
2. Midterm and final term assignments can be completed individually or with a partner (potential group options may be available upon professors discretion). An assignment criteria outline with the purpose, criteria, mark breakdown and due date will be posted on DC Connect. All assignments are to be submitted by uploading the document (and relevant links / access information) to DC Connect dropbox. Late assignments will be penalized by 10% per day. An assignment is considered late if you are unable to upload your assignment details before the assignment due date. No assignment will be accepted after assignments are marked. Extensions are considered on an individual basis, if negotiated with the professor prior to the deadline date. All requests must be accompanied by a valid reason, and supporting evidence (i.e. medical note). No make-up assignments will be provided for any reason.
3. The midterm/interim grade will be comprised of the marks received on the first 4 quizzes, midterm assignment and any in process activities completed to date.
4. The in-process mark is based on attendance and / or in-class / online activities and weekly assignments. If a student is absent or an activity is missed it will result in a grade of "0" for that weekly assignment. Weekly in-process assignments cannot be made up at a later date or supplemented.

Required Text(s) and Supplies:

1. Think Sociology with Custom MySocLab RVP
   Edition: 2
   Package ISBN 10: 132328818X
   Package ISBN 13: 9781323288184

Recommended Resources (purchase is optional):

1. Students are encouraged to stay informed of current events by reading a newspaper each day or visiting a credible new website on a regular basis.

   This website (see below) is available for free to accompany the textbook with summaries and practice activities / quizzes.

   www.thethinkspot.ca

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

Gerneral College policies related to	Gerneral 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) at http://www.durhamcollege.ca/

Course Specific Policies and Expectations:

In lieu of a General Education program guide, program and course specific expectations/guides are below and/or will be provided using the college's learning management system (DC Connect).

http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education

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. MyCampus, 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 are 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 ACS 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	**Intended Learning Objectives** Course Introduction Chapter 1: An Introduction to the Foundations of Sociology -What is Sociology? -What is the "Sociological Imagination"? -Define the four major sociological perspectives (Functionalism, Conflict, Feminist and Symbolic Interactionist).	
	Intended Learning Activities Icebreaker Guided Discussion Active Learning Strategies PowerPoint / lecture presentation	
	Resources and References Course Outline Course Textbook - Chapter 1	
	Evaluation In-process (See Evaluation Criteria)	**Weighting** 20

Wk.	Hours: 3 Delivery: In Class	
2	**Intended Learning Objectives** Chapter 1: An Introduction to the Foundations of Sociology -What is Sociology? -What is the "Sociological Imagination"? -Define the four major sociological perspectives (Functionalism, Conflict, Feminist and Symbolic Interactionist).	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 1	
	Evaluation In-process (See Evaluation Criteria) Quiz #1 - Chapter 1	**Weighting** 5
Wk.	**Hours:** 3 **Delivery:** In Class	
3	**Intended Learning Objectives** Chapter 2: Sociological Research -How do we learn about Society and Social Behaviour? -Scientific Method: Six steps of social research -What are variables? -What is the difference between cause and correlation and quantitative vs. qualitative data? -How do researchers collect data?	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 1	
	Evaluation In-process (See Evaluation Criteria)	

Wk.	Hours: 3 Delivery: In Class	
4	**Intended Learning Objectives** Chapter 3: Culture -What is Culture? -What is cultural transmission, material culture, non-material culture, norms and sanctions and cultural diversity? -Compare and contrast subcultures and countercultures. -What are cultural universals? -Describe ethnocentrism and cultural relativism. -How do the four perspectives interpret culture?	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 2	
	Evaluation In-process (See Evaluation Criteria) Quiz #2: Chapter 2	**Weighting** 5
Wk.	**Hours:** 3 **Delivery:** In Class	
5	**Intended Learning Objectives** Chapter 3: Culture -What is Culture? -What is cultural transmission, material culture, non-material culture, norms and sanctions and cultural diversity? -Compare and contrast subcultures and countercultures. -What are cultural universals? -Describe ethnocentrism and cultural relativism. -How do the four perspectives interpret culture?	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 3	
	Evaluation In-process (See Evaluation Criteria) Midterm Assignment Due	**Weighting** 10

Wk.	Hours: 3 Delivery: In Class	
6	**Intended Learning Objectives** Chapter 4: Socialization -What is socialization? -The Nature vs. Nurture debate -Theories of Socialization: Cooley's Looking-Glass Self, Mead's Three Stages of Self, Goffman's Dramaturgy and the Presentation of Self, Erikson's Eight Stages of Development and Piaget's Theory of Cognitive Development -Discuss agent's of socialization. -How do the four perspectives view socialization?	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 4	
	Evaluation In-process (See Evaluation Criteria) Quiz #3 - Chapter 3	**Weighting** 5
Wk.	**Hours:** 3 **Delivery:** In Class	
7	**Intended Learning Objectives** Chapter 13: Family -How is family defined? -Discuss different forms of marriage. -What are the trends of the Canadian family? -Courtship and mate selection -Discuss issues in the family. -How do the four perspectives view family?	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 13	
	Evaluation In-process (See Evaluation Criteria) Quiz #4 - Chapter 4	**Weighting** 5

Wk.	Hours: 3 Delivery: In Class	
8	**Intended Learning Objectives** Chapter 13: Family -How is family defined? -Discuss different forms of marriage. -What are the trends of the Canadian family? -Courtship and mate selection -Discuss issues in the family. -How do the four perspectives view family?	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 13	
	Evaluation In-process (See Evaluation Criteria)	
Wk.	**Hours:** 3 **Delivery:** In Class	
9	**Intended Learning Objectives** Chapter 9: Race and Ethnicity -What is the difference between race and ethnicity? -Racial stratification in Canada -How does race / ethnicity interact with income, education, minority / dominant groups, racism, prejudice and discrimination? -How do the four perspectives view race and ethnicity?	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 9	
	Evaluation In-process (See Evaluation Criteria) Quiz #5 - Chapter 13	**Weighting** 5

Wk.	Hours: 3	Delivery: In Class
10	**Intended Learning Objectives** Chapter 5: Social Structures and Interaction -Discuss social structures like; culture, social class, social status, social roles and social institutions. -Compare and contrast mechanical and organic solidarity. -What are the characteristics of social interaction? -How do the four perspective view social structures and social interaction?	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 5	
	Evaluation In-process (See Evaluation Criteria) Quiz #6 - Chapter 9	**Weighting** 5

Wk.	Hours: 3	Delivery: In Class
11	**Intended Learning Objectives** Chapter 5: Social Structures and Interaction -Discuss social structures like; culture, social class, social status, social roles and social institutions. -Compare and contrast mechanical and organic solidarity. -What are the characteristics of social interaction? -How do the four perspective view social structures and social interaction?	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 5	
	Evaluation In-process (See Evaluation Criteria) Final Term Assignment Due	**Weighting** 25

Wk.	Hours: 3	Delivery: In Class
12	**Intended Learning Objectives** Chapter 7: Social Class in Canada -How is poverty defined in Canada? -What is income and wealth distribution? -How is poverty tied to power, prestige, class structure, neighbourhoods and social class? -How do the four perspectives view class structure? -What social policies have been created in Canada to ease poverty?	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 7	
	Evaluation In-process (See Evaluation Criteria) Quiz #7 - Chapter 5	**Weighting** 5

Wk.	Hours: 3	Delivery: In Class
13	**Intended Learning Objectives** Chapter 12: Deviance and Crime -Compare and contrast the difference between deviance and crime. -How do societies respond to deviance and crime? -Discuss crime statistics, trends in crime and prison / characteristics of prison inmates. -Review a variety of crime / deviance theories (The Classical School, Rational Choice Theory, The Positivist School) -How do the four perspectives view deviance and crime?	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 12	
	Evaluation In-process (See Evaluation Criteria) Quiz #8 - Chapter 7	**Weighting** 5

Wk.	Hours: 3 Delivery: In Class	
14	**Intended Learning Objectives** Chapter 12: Deviance and Crime -Compare and contrast the difference between deviance and crime. -How do societies respond to deviance and crime? -Discuss crime statistics, trends in crime and prison / characteristics of prison inmates. -Review a variety of crime / deviance theories (The Classical School, Rational Choice Theory, The Positivist School) -How do the four perspectives view deviance and crime?	
	Intended Learning Activities Guided Discussion Active Learning Strategies PowerPoint / Lecture Presentation	
	Resources and References Textbook - Chapter 12	
	Evaluation In-process (See Evaluation Criteria) Quiz #9 - Chapter 12	**Weighting** 5

School of Interdisciplinary Studies & Employment Services

Applied Mathematics

2015-16 Academic Year

Program	Year	Semester
ISES-General Arts and Science Certificate	1	2
ISES-General Arts and Science Certificate (Business Preparation)	1	1

Course Code:	MATH 1310	**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** [ ] **Hybrid** [ ]		
Authorized by (Dean or Director):	Stephanie Ball	**Date:**	July 2015

Prepared by		
First Name	**Last Name**	**Email**
Catherine	Patterson	catherine.patterson@durhamcollege.ca

Course Description:

This course is intended to help students develop an appreciation of mathematics and how it relates to the world around them, enabling them to apply mathematical concepts to solve problems that model the physical world. Applications of mathematics to various career fields will be examined. They will also have many opportunities to develop their critical thinking and reasoning skills. This course is delivered in two parts: Part I: The Foundations. Topics include a) review of essential arithmetic, b) basic algebra, and c) ratio and proportion and d) percent. Part II: The Applications. Topics include examples of real world applications of a) measurement and geometry in architecture, construction and renovations, graphic design, and technical engineering; b) consumer essentials in loans, buying on credit, financial services, operating a business, and being an informed consumer; and c) probability, descriptive statistics, and graphing in research in various fields, sciences, and being an informed citizen.

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
- [X] Exam
- [ ] Portfolio
- [ ] Other

Course Learning Outcomes

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

Course Specific Learning Outcomes (CLO)

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

CLO1 Perform arithmetic operations and solve application problems using whole numbers, integers, fractions, and decimals.

CLO2 Perform arithmetical operations and solve application problems using basic algebra.

CLO3 Perform arithmetical operations and solve application problems using ratios, proportions, and percentages.

CLO4 Solve financial application problems involving percentages and simple and compound interest.

CLO5 Solve application problems involving length, perimeter, circumference, area, volume, weight, and temperature using both metric and American (U.S.) units of measurement.

CLO6 Solve application problems involving probability, descriptive statistics, and graphing.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievment 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.

[X] EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.

[X] EES 3. Execute mathematical operations accurately.

[X] EES 4. Apply a systematic approach to solve problems.

[X] 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.

[X] EES 9. Interact with others in groups or team 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.

[X] 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 Quizzes (Best 4 @ 2.5%)	CLO1, CLO2, CLO3, CLO4, CLO5	EES2, EES3, EES4, EES5, EES11	10
In-Process Homework	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES2, EES3, EES4, EES5, EES10, EES11	10
Math Success Project	CLO1	EES5, EES10, EES11	5
Applied Math Project	CLO4, CLO5, CLO6	EES3, EES4, EES5, EES9, EES10, EES11	10
Test 1 (Chapters 1, 2, 3, 9 &10)	CLO1, CLO2	EES2, EES3, EES4, EES5, EES11	25
Test 2 (Chapters 4 & 5)	CLO3, CLO4	EES2, EES3, EES4, EES5, EES11	20
Test 3 (Chapters 6, 7 & 8)	CLO5, CLO6	EES2, EES3, EES4, EES5, EES11	20
Total			**100%**

Notes:

1. An interim grade will be posted on DC Connect for each student. This grade will be calculated using the results of the first test, and the in-process activities completed by the end of Week 6.
2. A calculator is NOT permitted for Test 1.

Required Text(s) and Supplies:

1. McKeague, Charles P. Basic College Mathematics: A Text/Workbook, 3rd Edition. Belmont, CA: Thomson Brooks/Cole, Nelson Education Ltd., 2011.

   Note: The 2nd Editon of this text is also acceptable.

2. A basic calculator (NOT a cell phone or mobile device) is required for this course.

Recommended Resources (purchase is optional):

N/A

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

Gerneral College policies related to	**Gerneral 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) at http://www.durhamcollege.ca/

Course Specific Policies and Expectations:

ATTENDANCE: Attendance has been shown to be the best predictor of student success. The only way to ensure that students are able to keep pace with the new concepts being taught, or to clarify and reinforce information, is to be in class. To that end, regular homework assignments, quizzes and a number of activities will be assigned throughout the semester. There will be no make-up opportunities for quizzes or in-class activities; however, only the top 80% of these marks will be used in the final mark calculation.

In the event of an absence, it is the student's responsibility to learn what he/she missed prior to coming to the next class. Missed information will usually include notes, handouts, practice questions, and/or assignments. The student is also expected to review the missed material on his/her own or with a classmate. The professor will be available (by appointment) to discuss any concerns. ** Do not hesitate to contact the professor if you have any questions or difficulties with the material. **

IN-CLASS EXPECTATIONS: At all times, students are expected to respect the rights of other students to have a distraction-free learning environment. Students who are not able to fulfill this expectation may be asked to leave the classroom, and they would then be obliged to prepare themselves independently for the tests.

It is expected that all electronic devices not being used as direct learning tools be turned off (and put away) during class so that students can focus on the learning environment and also not disturb other students. To assist in maintaining a distraction-free learning environment, students are expected to arrive on time and be prepared for class with the appropriate text and supplies (i.e. calculator, paper, pen/pencil).

OUT-OF-CLASS EXPECTATIONS: Regular homework - practice - is an essential part of this course because it provides the opportunity to apply the concepts covered in class, reinforce the processes used, and build confidence working with the concepts. Students should expect to spend time after each class developing the skills needed to move on to the next concept in the course. Many mathematical concepts are built on the more basic ones covered at the beginning of the course, and without a good understanding of the basic ones, moving ahead can become very difficult. Practice is the only way to demonstrate understanding before being faced with a test. Problems encountered with practice exercises can be addressed in class or by appointment with the professor.

ACADEMIC ASSISTANCE: Students are encouraged to discuss academic concerns with the professor. Additional help from the professor 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 may also be discussed with the Student Liaison in the School of Interdisciplinary Studies & Employment Services, (Room SW216) i.e. course selection, success strategies, and personal situations that may require accommodation.

The Student Academic Learning Services (SALS), located in the Student Services Building (Room SSB 204, up the stairs at the end of the hall), is highly recommended for extra help with mathematics. Here students can access mathematics skills clinics, workshops for improving study skills, academic assistance from one of the SALS Centre's highly qualified staff, computerized tutorials for individual skill development, one-on-one peer tutoring, and peer study groups. (For further information, see http://www.durhamcollege.ca/sals)

TESTS: All tests will be conducted in class time. To maintain the integrity of the test environment, students arriving more than 20 minutes after the beginning of a test period will not be admitted. No student shall leave the test within the first 20 minutes.

Students must arrive on time to tests with the appropriate materials: pencils, calculator(if permitted), etc. For Test 1, each student will be permitted to bring into the test a single, 8 1/2 in. x 11 in. sheet of paper upon which they may copy any notes - a 'comfort' sheet. These notes must be hand-written (no photocopying) and may be on both sides of the paper. For Test 2 and 3, a crib/formula sheet will be provided by the professor. Calculators may be used for Test 2 and 3 only.

There will be no individual rewrites, make-up tests, or rescheduling of term tests because of absence. If for any reason whatsoever a student is absent for a test, the weighting will be shifted to an end-of-term comprehensive make-up test. This make-up opportunity is only available for one test. A mark of "0" will be assigned to any other missed test(s).

Graded tests will be handed back to students in class and then returned to the professor. If a student is absent at the time, an appointment should be made to arrange for review of the test. Graded quizzes and assignments will be returned to students in class. It is the student's responsibility to obtain and retain graded quizzes and assignments.

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. MyCampus, 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 are 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 ACS 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	**Intended Learning Objectives** Introduction to Course Course and Classroom Expectations PART 1 - THE FOUNDATIONS Review of Manual Operations: - place value - operations with whole numbers (addition, subtraction, multiplication, and division) - rounding and estimating	
	Intended Learning Activities introductions, discussion, worksheets, small group activities	
	Resources and References Course Outline Course Textbook, Chapter 1	
	Evaluation In-process homework, ongoing	**Weighting** 10% (ongoing)
Wk.	**Hours:** 3 **Delivery:** In Class	
2	**Intended Learning Objectives** Review of Manual Operations (continued): - exponents and order of operations - introduction to fractions (factors, prime numbers, mixed numbers, reducing to lowest terms) - operations with fractions	
	Intended Learning Activities discussion, worksheets, small group activities	
	Resources and References Chapter 1 (continued)	
	Evaluation	

Wk.	Hours: 3	Delivery: In Class	
3	**Intended Learning Objectives** Review of Manual Operations (cont.): - operations with fractions (cont.) - decimal notation and place value - operations with decimals		
	Intended Learning Activities discussion, worksheets, small group activities		
	Resources and References Chapter 2		
	Evaluation Quiz 1 of In-process Quizzes (*Best 4 of 5 @ 2.5% each)		**Weighting** 10% (ongoing)
Wk.	**Hours:** 3	**Delivery:** In Class	
4	**Intended Learning Objectives** Review of Manual Operations (cont.): - decimal notation and place value - operations with decimals - fractions and decimals Basic Algebra - integers and operations with integers - simplifying algebraic expressions - the distributive property		
	Intended Learning Activities discussion, worksheets, small group activities		
	Resources and References Chapter 2 (cont.), Chapter 3		
	Evaluation Math Success Project		**Weighting** 5%
Wk.	**Hours:** 3	**Delivery:** In Class	
5	**Intended Learning Objectives** Basic Algebra (cont.): - addition and multiplication properties of equality - solving linear equations in one variable - solving problems using linear equations		
	Intended Learning Activities discussion, worksheets, small group activities		
	Resources and References Chapter 9-10		
	Evaluation Quiz 2 (2.5%*)		

Wk.	Hours: 3	Delivery: In Class
6	**Intended Learning Objectives** Basic Algebra (cont.): - solving problems using linear equations (cont.) - substitution and evaluating formulas	
	Intended Learning Activities discussion, worksheets, small group activities	
	Resources and References Chapter 9-10 (cont.)	
	Evaluation	
Wk.	**Hours:** 3	**Delivery:** In Class
7	**Intended Learning Objectives** Ratio, Proportion, and Percent: - ratios and reducing to lowest terms - applied ratio problems	
	Intended Learning Activities discussion, worksheets, small group activities	
	Resources and References Chapter 4	
	Evaluation Test 1	**Weighting** 25%
Wk.	**Hours:** 3	**Delivery:** In Class
8	**Intended Learning Objectives** PART 2 - THE APPLICATIONS Ratio, Proportion, and Percent (cont.): - proportions and applied proportion problems - proportion and similar figures - converting fractions, decimals, and percents - basic percent problems - general applications of percent	
	Intended Learning Activities discussion, worksheets, small group activities	
	Resources and References Chapter 4 (cont.), 5	
	Evaluation Quiz 3 (2.5%*)	

Wk.	Hours: 3	Delivery: In Class
9	**Intended Learning Objectives** Consumer Essentials, Loans, Buying on Credit: - Ontario sales tax - sales tax and commission - percent increase or decrease - discounts	
	Intended Learning Activities discussion, worksheets, small group activities	
	Resources and References Chapter 5 (cont.)	
	Evaluation	
Wk.	**Hours:** 3	**Delivery:** In Class
10	**Intended Learning Objectives** Consumer Essentials, Loans, Buying on Credit (cont.): - simple and compound interest - credit and debit cards - buying on credit, consumer loans, add-on interest, annual percentage interest	
	Intended Learning Activities discussion, worksheets, small group activities	
	Resources and References Chapter 5 (cont.)	
	Evaluation Test 2	**Weighting** 20%
Wk.	**Hours:** 3	**Delivery:** In Class
11	**Intended Learning Objectives** Measurement & Geometry: - metric units of measure - units of length, area, volume, weight, temperature - application problems involving unit analysis - converting units from metric to U.S., U.S. to metric	
	Intended Learning Activities discussion, worksheets, small group activities	
	Resources and References Chapter 7	
	Evaluation Quiz 4 (2.5%*)	

Wk.	Hours: 3	Delivery: In Class	
12	**Intended Learning Objectives** Measurement & Geometry (cont.): - perimeter & circumference and area of two-dimensional figures - surface area and volume of three-dimensional figures - square roots and Pythagorean Theorem		
	Intended Learning Activities discussion, worksheets, small group activities		
	Resources and References Chapter 7 (cont.), Chapter 8		
	Evaluation		
Wk.	**Hours:** 3	**Delivery:** In Class	
13	**Intended Learning Objectives** Descriptive Statistics: - measures of central tendency (mean, median, mode) - calculating Grade Point Average (GPA) - pie charts		
	Intended Learning Activities discussion, worksheets, small group activities		
	Resources and References Chapter 8 (cont.), Chapter 6		
	Evaluation Quiz 5 (2.5%*) Applied Math Project		**Weighting** 10%
Wk.	**Hours:** 3	**Delivery:** In Class	
14	**Intended Learning Objectives** Descriptive Statistics (cont.): - probability, models, counting principle - odds and conditional probability		
	Intended Learning Activities discussion, worksheets, small group activities		
	Resources and References Chapter 6 (cont.)		
	Evaluation Test 3		**Weighting** 20%

School of Interdisciplinary Studies & Employment Services

Advanced Math I

2015-16 Academic Year

Program	Year	Semester
ISES-General Arts and Science Certificate (Science and Engineering Preparation)	1	1

Course Code:	MATH 1316	**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** [ ] **Hybrid** [ ]		
Authorized by (Dean or Director):	Stephanie Ball	**Date:**	July 2015

Prepared by		
First Name	**Last Name**	**Email**
Marco	Antonelli	marco.antonelli@durhamcollege.ca

Course Description:

This course is designed for a student who wishes to proceed to future studies in the technology field. Major topics covered include: fractions, equations, Cartesian graphing, algebraic factoring, quadratic equations and trigonometry.

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
- [X] Exam
- [ ] Portfolio
- [ ] Other

Course Learning Outcomes

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

Course Specific Learning Outcomes (CLO)

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

CLO1 Perform arithmetic operations and solve application problems using set theory, fractions, algebra and factoring.

CLO2 Apply theoretical concepts of set theory, fractions, algebra and factoring when creating examples and completing open ended activities.

CLO3 Solve application problems involving analytic geometry.

CLO4 Apply theoretical concepts of analytic geometry when creating examples and completing open ended activities.

CLO5 Solve application problems involving trigonometry.

CLO6 Apply theoretical concepts of trigonometry when creating examples and completing open ended activities.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievment 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.

[ ] EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.

[X] EES 3. Execute mathematical operations accurately.

[X] EES 4. Apply a systematic approach to solve problems.

[X] 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.

[X] EES 9. Interact with others in groups or team 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.

[X] 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
Mind map	CLO2, CLO4, CLO6	EES1, EES11	5
In class activities (10 @ 2%)	CLO2, CLO4, CLO6	EES1, EES3, EES4, EES5, EES9, EES11	20
Term test #1	CLO1	EES3, EES4, EES5, EES11	17
Term test #2	CLO3	EES3, EES4, EES5, EES11	18
Concept map	CLO2, CLO4, CLO6	EES1, EES11	10
Final exam: Covering all chapters, all activities and homework	CLO1, CLO3, CLO5	EES3, EES4, EES5, EES11	30
Total			**100%**

Notes:

1. In class activities: There are no make-up opportunities for activities during the semester. Activities are to be completed in class and are coordinated with the timing of the term tests.
2. Term tests and the final exam: Term tests will be written during class time as scheduled. The exam will be held during the official college-wide exam week, as scheduled. All tests and the final exam will be closed-book, and pencil and paper based. Students are encouraged to show all steps/work to demonstrate their answers/solutions.

Required Text(s) and Supplies:

1. Stewart, J., Redlin, L., & Watson, S. (2014). Precalculus: Mathematics for Calculus. Nelson Education. ISBN: 978-1-305-07175-9

2. Scientific calculator: Students are expected to bring a calculator to all classes, tests, and the exam.
   Note: A graphing calculator, cell phone, mp3 player, tablet, laptop or any other electronic device with calculator capability is not acceptable for tests and the exam and sharing of calculators is not permitted during these occasions.

Recommended Resources (purchase is optional):

N/A

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

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

Course Specific Policies and Expectations:

Attendance: Attendance has been shown to be the best predictor of student success. The only way to ensure that students are able to keep pace with the new concepts being taught, or to clarify and reinforce information, is to be in class. To that end, a number of in-class activities will be evaluated throughout the semester. There are no make-up opportunities for these activities.

Absences: In the event of an absence, it is the student's responsibility to contact his/her peers to learn what he/she missed prior to coming to the next class. Missed information will usually include notes, handouts, practice questions, and/or assignments. The student is also expected to review the missed material on his/her own, or with a classmate. The professor will be available (by appointment) to discuss any concerns.

Graded tests and assignments will be handed back to students in class. If a student is absent at the time, the professor will retain papers and an appointment should be made to arrange for pick-up. It is the student's responsibility to obtain and retain graded tests and assignments.

In-Class Expectations: At all times, students are expected to respect the rights of other students to have a distraction-free learning environment. A student who is not able to fulfill this expectation may be asked to leave the classroom/lab and he/she would then be obliged to independently complete the labs and/or prepare for the tests and/or the exam.

To assist in maintaining a distraction-free learning environment, students are expected to arrive on time, have their cell phones turned off, and be prepared for class with the appropriate text and supplies (e.g. a calculator, a sharpened pencil or a pen, a notebook, etc.). If a student uses a laptop computer, he/she is expected to close any programs that are not directly related to the activity in the classroom e.g. e-mail, social media, games, etc.

Out-of-Class Expectations: Regular homework, or practice, is an essential part of this course because it provides the opportunity to apply the concepts covered in class, reinforce the processes used and build confidence working with the concepts. Students should expect to spend time after each class developing the skills needed to move on to the next concept in the course. Many mathematical concepts are built on the more basic ones covered at the beginning of the course, and without a good understanding of the basics, moving ahead can often become difficult. Practice is the only way to demonstrate understanding before being faced with a test or an exam. Problems encountered with practice exercises can be address in class or by appointment with the professor.

Tests and Exams: Students must arrive on time to tests and the exam with the appropriate materials: pens, pencils, and calculator. As per the General Arts & Science Program Guide, students will not be permitted to write a term test if they arrive more than 20 minutes late, and students will not be permitted to leave during the first 20 minutes once the test has begun. If a student is late and permitted entry, no extra time will be allotted for writing the test. The College policy will be followed concerning late arrival for the exam (to be reviewed with students prior to the exam).

Again, a graphing calculator, cell phone, mp3 player, tablet, laptop or any other electronic device with calculator capability is not acceptable for tests and the exam, and sharing of calculators is not permitted during these times.

As per the General Arts and Science Program Policies (see Program Guide), there will be no individual rewrites, make-up tests, or rescheduling of term tests because of absence. If, for any reason whatsoever, a student is absent for a test, the weighting of that test will be shifted to a comprehensive end-of-term make-up test. In this course, the final exam is the make-up opportunity. The exam will be weighted accordingly so that the mark achieved on the exam will also represent the mark on the missed test. This make-up opportunity is only available for one test; a mark of "0" will be assigned to any other missed test(s).

Academic Assistance: Students are encouraged to discuss academic concerns with the professor as early as possible, should the need arise. Additional help from the professor is available (by appointment) outside of class time for individuals or groups on an as-needed basis or on a regularly scheduled basis.

Academic issues that can affect a student's success may also be discussed with the Student Liaison in the School of Integrated Studies and Employment Services (Rm SW216) e.g. course selection, success strategies, and personal situations that may require accommodation.

The Student Academic Learning Services (SALS, located on the 2nd floor of the Student Services Building) is highly recommended for students who need extra support for mathematics. At SALS, students can access computerized tutorials for individual skill development (or online), one-on-one peer tutoring, academic assistance from one of the highly qualified staff, mathematics skills clinics geared specifically for Math 1316, workshops for improving study skills and preparing for tests and exams, and peer study groups. (For further information about SALS, please see: www.durhamcollege.ca/sals)

Academic Integrity: (Refer to general college policies at http://www.durhamcollege.ca/academicpolicies and select

Academic Integrity Policy and the Academic Integrity Procedure for specific information)
When individual assignments are required, it is expected that students will hand in their own work. Students will also be working in groups on a number of occasions. Although the information obtained in the group process will be the same, each student must interpret and record his/her findings and solutions in an original way. Marks will be deducted, up to the full worth of the assignment, for copying the work of another person. Durham College views plagiarism as a serious academic offense.

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. MyCampus, 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 are 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 ACS 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	**Intended Learning Objectives** The Real Number System: - Introduction to set theory - Exponents, order of operations, variables, expressions and equations - Adding, subtracting, multiplying and dividing real numbers	
	Intended Learning Activities Introduction - Review of course outline, resources and expectations Demonstration of varies free online mind map software that may be used for completion of the mind map	
	Resources and References Course Outline Textbook: Chapter 1.1 & 1.3	
	Evaluation Mind Map In class activity	**Weighting** 7
Wk.	**Hours:** 3	**Delivery:** In Class
2	**Intended Learning Objectives** Fractions: - Basics of fractions, mixed numbers, factors, fractions in lowest terms - Multiplying and dividing fractions - Adding and subtracting liked fractions, unlike fractions, and mixed fractions	
	Intended Learning Activities Presentation and discussion Small group discussions and working example calculations	
	Resources and References Fraction handout booklet	
	Evaluation In class activity	**Weighting** 2

Wk.	Hours: 3	Delivery: In Class	
3	**Intended Learning Objectives** Equations and Inequalities: - Exponents, order of operations, variables, expressions and equations - Addition and multiplication property of equality - Solving linear equations		
	Intended Learning Activities Presentation and discussion Small group discussions and working example calculations		
	Resources and References Chapter 1.4 & 1.8		
	Evaluation In class activity		**Weighting** 2
Wk.	**Hours:** 3	**Delivery:** In Class	
4	**Intended Learning Objectives** Cartesian Graphing: - The rectangular coordinate system - Graphing linear equations in two variables - Solving linear inequalities - Graphing linear inequalities in two variables		
	Intended Learning Activities Presentation and discussion Small group discussions and working example calculations		
	Resources and References Chapter 1.9		
	Evaluation In class activity		**Weighting** 2

Wk.	Hours: 3	Delivery: In Class	
5	**Intended Learning Objectives** Review for term test #1		
	Intended Learning Activities Discussion and working examples		
	Resources and References Chapter 1.1, 1.3, 1.4, 1.8, 1.9 & fraction booklet		
	Evaluation Term Test #1		**Weighting** 17
Wk.	**Hours:** 3	**Delivery:** In Class	
6	**Intended Learning Objectives** Exponents and Polynomials: - Adding and subtracting polynomials - Multiplying polynomials - Integer exponents and the quotient rule - Dividing a polynomial by a monomial - Dividing a polynomial by a polynomial		
	Intended Learning Activities Presentation and discussion Small group discussions and working example calculations		
	Resources and References Chapter 1.4		
	Evaluation In class activity		**Weighting** 2

Wk.	Hours: 3	Delivery: In Class	
7	**Intended Learning Objectives** Algebraic Factoring & Special Factoring: - The greatest common factor - Factoring trinomials by grouping and using the FOIL method - Difference of squares		
	Intended Learning Activities Presentation and discussion Small group discussions and working example calculations		
	Resources and References Chapter 1.3		
	Evaluation In class activity		**Weighting** 2
Wk.	**Hours:** 3	**Delivery:** In Class	
8	**Intended Learning Objectives** Quadratic Equations: - Solving quadratic equations by the quadratic formula - Graphing quadratic equations		
	Intended Learning Activities Presentation and discussion Small group discussions and working example calculations		
	Resources and References Chapter 1.5 & 1.6		
	Evaluation In class activity		**Weighting** 2
Wk.	**Hours:** 3	**Delivery:** In Class	
9	**Intended Learning Objectives** Review for term test #2		
	Intended Learning Activities Discussion and working examples		
	Resources and References Chapter 1.3 - 1.6		
	Evaluation Term Test #2		**Weighting** 18

Wk.	Hours: 3	Delivery: In Class	
10	**Intended Learning Objectives** Basic Trigonometry: - Angles - Degree and radian measure - Pythagorean theorem		
	Intended Learning Activities Presentation and discussion Small group discussions and working example calculations		
	Resources and References Chapter Appendix A		
	Evaluation In class activity		**Weighting** 2
Wk.	**Hours:** 3	**Delivery:** In Class	
11	**Intended Learning Objectives** - Similar triangles - Solving right angled triangles using sine, cosine and tangent		
	Intended Learning Activities Presentation and discussion Small group discussions and working example calculations		
	Resources and References Chapter 6.1 & 6.2		
	Evaluation In class activity		**Weighting** 2
Wk.	**Hours:** 3	**Delivery:** In Class	
12	**Intended Learning Objectives** - Use the law of sine to solve oblique triangles		
	Intended Learning Activities Presentation and discussion Small group discussions and working example calculations		
	Resources and References Chapter 6.5		
	Evaluation		

Wk.	Hours: 3	Delivery: In Class	
13	**Intended Learning Objectives** - Use the law of cosine to solve oblique triangles		
	Intended Learning Activities Presentation and discussion Small group discussions and working example calculations		
	Resources and References Chapter 6.6		
	Evaluation In class activity		**Weighting** 2
Wk.	**Hours:** 3	**Delivery:** In Class	
14	**Intended Learning Objectives** Review for the final exam		
	Intended Learning Activities Discussion and working examples		
	Resources and References Covering all chapter sections and handout booklets		
	Evaluation Concept Map		**Weighting** 10
Wk.	**Hours:** 3	**Delivery:** Final Exam	
15	**Intended Learning Objectives** Exam		
	Intended Learning Activities Exam		
	Resources and References N/A		
	Evaluation Final Exam		**Weighting** 30

DURHAM COLLEGE
SUCCESS MATTERS

School of Business, IT & Management

Introduction to Business Management

2015-16 Academic Year

Program	Year	Semester
BITM-Business-Accounting Diploma	1	1
BITM-Accounting and Payroll Diploma	1	1
BITM-Business-Accounting Diploma-Transfer to UOIT Bachelor of Commerce (Hons)	1	1
BITM-Business-Entrepreneurship and Small Business Diploma	1	1
BITM-Business-Entrepreneurship and Small Business Diploma (compressed)	1	1
BITM-Business-Human Resources Diploma	1	1
BITM-Business-Human Resources Diploma-Transfer to UOIT Bachelor of Commerce (Hons)	1	1
BITM-Insurance Diploma	1	1
BITM-Business-Marketing Diploma	1	1
BITM-Business-Operations Diploma	1	1
BITM-Business Administration-Accounting Advanced Diploma	1	1
BITM-Business Administration-Human Resources Advanced Diploma	1	1
BITM-Business Administration-Marketing Advanced Diploma	1	1
BITM-Business Administration-Operations Management	1	1
BITM-Business Fundamentals Certificate	1	1

Course Code:	MGMT 1209	**Course Equiv. Code(s):**	MGMT 1259, SMBS 3400, MGMT 1288
Course Hours:	42	**Course GPA Weighting:**	3
Prerequisite:	N/A		
Corequisite:	N/A		
Laptop Course:	**Yes** [X] **No** [ ]		
Delivery Mode(s):	**In class** [ ] **Online** [ ] **Hybrid** [X]		
Authorized by (Dean or Director):	Judy Spring	**Date:**	July 2015

Prepared by		
First Name	**Last Name**	**Email**
Jay	Fisher	jay.fisher@durhamcollege.ca

Course Description:

This course will cover a wide variety of introductory topics that relate to the management of a company or other organization. The course will focus on the factors that affect the success of businesses in Canada. It will review the entrepreneurial spirit and character it takes for individuals to start their own business. It will explore different kinds of business types and the way they compete in the global economy today. The course introduces management techniques, business planning, as well as ethical business practices. There will be brief coverage of the successful management of financial resources.

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

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

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

PLAR Eligibility

Yes [X] **No** [ ]

PLAR Assessment (if eligible):

- [X] Assignment
- [X] Exam
- [ ] Portfolio
- [ ] Other

Course Learning Outcomes

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

Course Specific Learning Outcomes (CLO)

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

CLO1 Identify the key participants in a business and describe the primary roles of each participant.

CLO2 Explain how businesses are impacted by key external factors.

CLO3 Describe issues faced by managers when expanding into international markets.

CLO4 Apply components of a business plan to an actual business organization.

CLO5 Explain the basic functions performed by managers in an organization.

CLO6 Analyze the social and ethical responsibilities of business leaders.

CLO7 Explain why financial management is important for managers and how it supports the various stages of an organization's growth.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievment 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.

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

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

[X] EES 9. Interact with others in groups or team 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.

[X] 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
Midterm Test 1 (Modules 1 and 2)	CLO1, CLO2, CLO3	EES1, EES2, EES11	10
Midterm Test 2 (Modules 3 and 4)	CLO4, CLO5	EES1, EES2, EES11	10
Individual Assignments	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11	30
Classroom and online participation	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11	10
Term Project - Company Analysis	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES6, EES7, EES10, EES11	20
Final Test - comprehensive (written in Week 14)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	EES1, EES2, EES10, EES11	20
Total			**100%**

Notes:

1. This course follows a hybrid delivery model. Each week, 2 hours are delivered in the classroom and 1 hour is delivered online. Attendance during class sessions is mandatory and will be reflected in your assignments and participation evaluations. Participation in weekly online work is also mandatory and will be assessed, in part, as part of the participation evaluation.
2. All late assignments will be subject to a deduction of 20% per calendar day. There are no exceptions.
3. All tests and exams are closed book, no laptop.
4. Students are expected to contribute to class discussions, group assignments, and online activities.
5. Classes will be comprised of lectures, discussions, and case studies on selected course modules. Students will be expected to have read the textbook material prior to the classes and online modules. The class and online sessions are intended to highlight key textbook material and not provide an exhaustive summary of the text.
6. There will be no make-up tests, tutorials, or assignments. If you miss a test you are responsible to contact the professor before the test or within 24 hours after the test is written. If proper notice has been delivered by e-mail or voicemail prior to the test, and agreed to by the professor, then the weighting for the test shall be shifted to the next test or final test - at the professor's discretion.
7. Any student who misses writing the final test may be eligible to write a supplemental test - in adherence to the Missed Final Evaluation Policy within the School of BITM - at the discretion of the Professor and Dean/Associate Dean.

Required Text(s) and Supplies:

1. Business Essentials, Third Custom Edition for Durham College, Ebert, ISBN: 1323168435, Pearson Canada.

Recommended Resources (purchase is optional):

1. It is strongly suggested students familiarize themselves with the business section of daily newspapers and other publications such as: Canadian Business, Globe & Mail, and refer to many business-related websites.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

Gerneral College policies related to	Gerneral 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) at http://www.durhamcollege.ca/

Course Specific Policies and Expectations:

None.

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.
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Learning Plan

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Wk.	Hours: 2 Delivery: In Class
1	**Intended Learning Objectives** Course introduction and expectations Overview of course outline Description of course assessments and format
	Intended Learning Activities Review of course DC Connect overview Class discussion Instructor presentation
	Resources and References Course outline Additional resources posted to DC Connect Presentation notes from class discussion
	Evaluation

Wk.	Hours: 1 Delivery: Online	
1	**Intended Learning Objectives** Course introduction and expectations Overview of course outline Description of course assessments and format	
	Intended Learning Activities Student navigation of DC Connect and course outline	
	Resources and References Course outline Additional resources posted to DC Connect Presentation notes from class discussion	
	Evaluation Individual assignment	**Weighting** 5%

Wk.	Hours: 2	Delivery: In Class
2	**Intended Learning Objectives** Identify key participants in a business and describe the primary roles of each participant	
	Intended Learning Activities Lecture Class discussion Group discussions In-class exercises	
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 1	
	Evaluation	
Wk.	**Hours:** 1	**Delivery:** Online
2	**Intended Learning Objectives** Identify key participants in a business and describe the primary roles of each participant Individual review of term project	
	Intended Learning Activities Self-quiz on material covered weeks 1 and 2	
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 1 Online notes posted to DC Connect	
	Evaluation Self-quiz and navigation	
Wk.	**Hours:** 2	**Delivery:** In Class
3	**Intended Learning Objectives** Explain how businesses are impacted by key external factors	
	Intended Learning Activities Lecture Class discussion Group discussions Individual worksheet exercise	
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 1	
	Evaluation	

Wk.	Hours: 1	Delivery: Online	
3	**Intended Learning Objectives** Explain how businesses are impacted by key external factors		
	Intended Learning Activities Reading and responses Reflection questions		
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 1 Online notes posted to DC Connect		
	Evaluation Individual assignment - discussion board post Self-quiz		**Weighting** 2%
Wk.	**Hours:** 2	**Delivery:** In Class	
4	**Intended Learning Objectives** Describe issues faced by managers when expanding into international markets		
	Intended Learning Activities Lecture Class discussion Group exercise and peer sharing Individual worksheet exercise		
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 2		
	Evaluation Individual assignment - global business issue discussion post		**Weighting** 5%
Wk.	**Hours:** 1	**Delivery:** Online	
4	**Intended Learning Objectives** Describe globalization issues faced by managers when expanding into international markets		
	Intended Learning Activities Reading and responses Reflection questions		
	Resources and References Additional resources posted to DC Connect Textbook chapter 2 Online notes posted to DC Connect		
	Evaluation Individual assignment - discussion board post		**Weighting** 2%

Wk.	Hours: 2	Delivery: In Class	
5	**Intended Learning Objectives** Cumulative from Modules 1-2		
	Intended Learning Activities Test of material covered to date		
	Resources and References None		
	Evaluation Midterm test #1		**Weighting** 10%
Wk.	**Hours:** 1	**Delivery:** Online	
5	**Intended Learning Objectives** Apply components of a business plan to an actual business organization		
	Intended Learning Activities Reading and responses Video analysis and reflection questions		
	Resources and References Additional resources posted to DC Connect Textbook chapter 3 Online notes posted to DC Connect		
	Evaluation Individual assignment - discussion board post		**Weighting** 2%
Wk.	**Hours:** 2	**Delivery:** In Class	
6	**Intended Learning Objectives** Apply components of a business plan to an actual business organization		
	Intended Learning Activities Lecture Class discussion Group problem solving		
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 3 Review of external websites		
	Evaluation		

Wk.	Hours: 1	Delivery: Online	
6	**Intended Learning Objectives** Apply components of a business plan to an actual business organization		
	Intended Learning Activities Reading and responses		
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 3 Review of external websites		
	Evaluation Individual assignment - discussion board post		**Weighting** 2%
Wk.	**Hours:** 2	**Delivery:** In Class	
7	**Intended Learning Objectives** Apply components of a business plan to an actual business organization		
	Intended Learning Activities Group presentations and peer/guest feedback		
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 3 Review of external websites		
	Evaluation Group presentation		**Weighting** 10%
Wk.	**Hours:** 1	**Delivery:** Online	
7	**Intended Learning Objectives** Explain the basic functions performed by managers in an organization		
	Intended Learning Activities Reading and reflection questions - preparation for following week		
	Resources and References Additional resources posted to DC Connect Textbook chapter 4 Online notes posted to DC Connect		
	Evaluation		

Wk.	Hours: 2	Delivery: In Class
8	**Intended Learning Objectives** Explain the basic functions performed by managers in an organization	
	Intended Learning Activities Lecture Class discussion Group discussion and reports Individual assessment	
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 4 Review of external websites	
	Evaluation Review for midterm test #2	
Wk.	**Hours:** 1	**Delivery:** Online
8	**Intended Learning Objectives** Explain the basic functions performed by managers in an organization	
	Intended Learning Activities Reflection and response	
	Resources and References Additional resources posted to DC Connect Textbook chapter 4 Online notes posted to DC Connect	
	Evaluation Self-quiz	
Wk.	**Hours:** 2	**Delivery:** In Class
9	**Intended Learning Objectives** Cumulative from Modules 3-4	
	Intended Learning Activities Test of material covered since midterm test #1	
	Resources and References None	
	Evaluation Midterm test #2	**Weighting** 10%

Wk.	Hours: 1	Delivery: Online
9	**Intended Learning Objectives** Analyze the social and ethical responsibilities of business leaders	
	Intended Learning Activities Reading, video analysis and discussion questions	
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 5 Review of external websites	
	Evaluation	

Wk.	Hours: 2	Delivery: In Class
10	**Intended Learning Objectives** Analyze the social and ethical responsibilities of business leaders	
	Intended Learning Activities Lecture Class discussion Case study analysis Group analysis and reports	
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 5 Review of external websites	
	Evaluation	

Wk.	Hours: 1	Delivery: Online
10	**Intended Learning Objectives** Analyze the social and ethical responsibilities of business leaders	
	Intended Learning Activities Case study analysis	
	Resources and References Additional resources posted to DC Connect Textbook chapter 5 Online notes posted to DC Connect	
	Evaluation Individual assignment - discussion board post	**Weighting** 2%

Wk.	Hours: 2	Delivery: In Class	
11	**Intended Learning Objectives** Analyze the social and ethical responsibilities of business leaders		
	Intended Learning Activities Video analysis Discussion question worksheet Class discussion		
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 5 Review of external websites		
	Evaluation Individual assignment - ethics movie blog		**Weighting** 5%
Wk.	**Hours:** 1	**Delivery:** Online	
11	**Intended Learning Objectives** Analyze the social and ethical responsibilities of business leaders		
	Intended Learning Activities Review of content and reflection		
	Resources and References Additional resources posted to DC Connect Textbook chapter 5 Online notes posted to DC Connect		
	Evaluation Self-quiz based on week's material and discussion		
Wk.	**Hours:** 2	**Delivery:** In Class	
12	**Intended Learning Objectives** Explain why financial management is important for managers and how it supports the various stages of an organization's growth		
	Intended Learning Activities Lecture Class discussion Case study analysis Group analysis and reports		
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 6 Review of external websites		
	Evaluation Individual assignment - stock market game		**Weighting** 5%

Wk.	Hours: 1	Delivery: Online
12	**Intended Learning Objectives** Explain why financial management is important for managers and how it supports the various stages of an organization's growth	
	Intended Learning Activities Video and discussion questions	
	Resources and References Additional resources posted to DC Connect Textbook chapter 6 Online notes posted to DC Connect	
	Evaluation Term project due	**Weighting** 20%
Wk.	**Hours:** 2	**Delivery:** In Class
13	**Intended Learning Objectives** Explain why financial management is important for managers and how it supports the various stages of an organization's growth	
	Intended Learning Activities Lecture Class discussion Case study analysis	
	Resources and References Additional resources posted to DC Connect Presentation notes from class discussion Textbook chapter 6 Review of external websites	
	Evaluation Final test review	
Wk.	**Hours:** 1	**Delivery:** Online
13	**Intended Learning Objectives** Explain why financial management is important for managers and how it supports the various stages of an organization's growth	
	Intended Learning Activities Individual practice worksheet	
	Resources and References Additional resources posted to DC Connect Textbook chapter 6 Online notes posted to DC Connect	
	Evaluation	

Wk.	Hours: 2	Delivery: In Class	
14	**Intended Learning Objectives** Cumulative from Modules 1-6		
	Intended Learning Activities Final test - comprehensive		
	Resources and References None		
	Evaluation Final test		**Weighting** 20%
Wk.	**Hours:** 1	**Delivery:** Online	
14	**Intended Learning Objectives** Cumulative from Modules 1-6		
	Intended Learning Activities Review notes and instructor coaching		
	Resources and References DC Connect course page		
	Evaluation		

School of Interdisciplinary Studies & Employment Services

PHY I - Mechanics and Fluids

2015-16 Academic Year

Program	Year	Semester
ISES-General Arts and Science Certificate (Science and Engineering Preparation)	1	2

Course Code:	PHYS 2303	**Course Equiv. Code(s):**	PHYS 1131
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** [ ] **Hybrid** [ ]		
Authorized by (Dean or Director):	Stephanie Ball	**Date:**	July 2015

Prepared by		
First Name	**Last Name**	**Email**
Ramon	Morales	ramon.morales@durhamcollege.ca

Course Description:

This course introduces students to the concepts and principles of physics with focus on Newtonian Mechanics and Mechanics of Fluids. This course enables students to develop good conceptual understanding and problem-solving skills as they explore lessons on measurement and vectors, kinematics, Newton's laws, applications of Newton's Laws, circular motion, gravitation, rotational motion, equilibrium, elasticity, momentum, energy, work, power, conservation law, fluid statics, and fluid dynamics.

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)

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

CLO1 Manipulate given formulas and perform calculations using mathematical principles, rules on significant figures, scientific notation, metric prefixes, exponents, and trigonometric functions.

CLO2 Define, describe, and solve problems on kinematics, vectors, Newton's laws of motion, friction, and circular motion using the concepts and principles of mechanics.

CLO3 Apply physics concepts and principles for the study of gravity, equilibrium, elasticity, rotational motion, momentum, work, energy, power to correctly solve related problems.

CLO4 Identify and name rotational quantities and compare them with their linear analogues.

CLO5 Define and describe the concepts and principles on fluid statics, dynamics, and hydraulic and pneumatic systems and correctly solve related problems.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievment 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.

[ ] EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.

[X] EES 3. Execute mathematical operations accurately.

[X] EES 4. Apply a systematic approach to solve problems.

[X] 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 team 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.

[X] 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
Unit 1: Measurement, Formulas and Kinematics In process (Exercises/quiz)	CLO1, CLO2	EES1, EES3, EES4, EES11	1
Unit 1 Assignment (Problems)	CLO1, CLO2	EES3, EES4, EES5, EES11	4
Unit 1 Test (Multiple Choice, Short answer, Problems)	CLO1, CLO2	EES1, EES3, EES4, EES5, EES11	15
Unit 2: Forces and Newton's Laws In process (Exercises/quiz)	CLO1, CLO2	EES1, EES3, EES4, EES11	1
Unit 2 Assignment (Problems)	CLO1, CLO2	EES3, EES4, EES5, EES11	4
Unit 2 Test (Multiple Choice, Short answer, Problems)	CLO1, CLO2	EES1, EES3, EES4, EES5, EES11	15
Unit 3: Gravity, Rotational Motion and Equilibrium In process (Exercises/quiz)	CLO1, CLO2, CLO3, CLO4	EES1, EES3, EES4, EES5, EES11	1
Unit 3 Assignment (Problems)	CLO1, CLO2, CLO3, CLO4	EES3, EES4, EES5, EES11	4
Unit 3 Test (Multiple Choice, Short answer, Problems)	CLO1, CLO2, CLO3, CLO4	EES1, EES3, EES4, EES5, EES11	15
Unit 4: Momentum, Energy and Fluids In process (Exercises/quiz)	CLO1, CLO3, CLO4, CLO5	EES1, EES3, EES4, EES11	1
Unit 4 Assignment (Problems)	CLO1, CLO3, CLO4, CLO5	EES3, EES4, EES5, EES11	4
Unit 4 Test:Momentum, Energy and Fluids (Multiple Choice, Short answer, Problems)	CLO1, CLO3, CLO4, CLO5	EES1, EES3, EES4, EES5, EES11	15
Final Exam (Multiple Choice, Short answer, Problems)	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES3, EES4, EES5, EES11	20
Total			**100%**

Notes:

1. 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 Unit 1 and Unit 2 evaluations up to the mid-term date.
2. In process activities/assessments and Assignments: In process activities/assessments such as quizzes, class work, board work, exercises and oral recitation are done in class throughout each unit. Missed in process activities/assessments cannot be made up or supplemented. Assignments are exercises and problems to be

completed outside of class time and answers to the assignments should be handed in on the day of the scheduled unit test. Late assignments will be deducted 10% per day.

3. Unit tests and Final Exam: All unit tests are written in class as scheduled by the professor while the final exam will be written during the college-wide exam week. All assessments are closed notes/books and pencil-and-paper based. A regular scientific calculator is permitted. All solutions and work must be properly labelled, organized and submitted. No work shown means no credit for the answer. Academic dishonesty during any assessment will result in a mark of zero.
4. Late and missed test: Students arriving 20 minutes after the beginning of a test period will not be admitted. Late students will be allowed to write the test using the remaining time allotted for the test. No extension will be given. A student who misses one test, for any reason, may be eligible to write one comprehensive test at the end of the semester. In some cases, the final exam will represent the comprehensive exam. There will be no individual re-writes.
5. Late and missed final exam: Students who arrive 30 minutes late for a formal exam will not be allowed to the exam and will be subject to the college missed exam policy. The Missed Final Examinations Policy and Procedure are found at: http://www.durhamcollege.ca/academicpolicies.

Required Text(s) and Supplies:

1. For GAS-Science and Engineering Preparation UOIT Transfer (GASZ students taking Phy I, II and III):
   Knight, R. D., Jones, B., Field, S. (2015). College Physics: A Strategic Approach 3rd Edition (Hardbound). Pearson Education Inc., publishing as Addison-Wesley. ISBN: 9780321902559

2. For GAS-Science and Engineering Preparation (GASK students taking Phy I only):
   Knight, R. D., Jones, B., Field, S. (2015). College Physics: A Strategic Approach 3rd Edition (CUSTOM TEXTBOOK). Pearson Education Inc., publishing as Addison-Wesley. ISBN: 1-269-80326-3.

3. Scientific calculator (Electronic devices with calculator functions, such as laptops, tablets and cellphones are not allowed during evaluations. Sharing of calculators is also not allowed during evaluations.)

4. Geometry kit: ruler and protractor

Recommended Resources (purchase is optional):

1. Teacher-made booklet: Essential Math for GAS Physics students
2. Online resource: MasteringPhysics
   http://www.pearsonmylabandmastering.com/northamerica/masteringphysics/

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

Gerneral College policies related to	Gerneral 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) at http://www.durhamcollege.ca/

Course Specific Policies and Expectations:

Attendance. Though attendance has no grade equivalent, it may be the biggest factor influencing academic success. By attending classes regularly, students are able to keep up with the lessons and are able to develop conceptual understanding and problem-solving skills more quickly and accurately. Students who attend classes regularly are more likely to pass the assessments than students who don't attend classes regularly. Thus, it is the obligation of every student to attend classes. In the event that a student misses a class, it is his/her responsibility to study the lessons, secure notes, handouts and all other materials, and be aware of any announcements made during his/her absence.

In-class Expectations. Students are expected to conduct themselves in a professional manner. It is everyone's responsibility to treat everyone with respect and courtesy and to promote a classroom environment conducive to learning. Anyone who disrupts a class to the detriment of the other members of the class will be asked to leave. Students are expected to be punctual and to participate actively in class discussions, exercises and other activities. Students should also come prepared for class with the prescribed textbook and necessary supplies such as a calculator, a ruler and protractor, a writing instrument and a notebook.

Out-of-Class Expectations. To reinforce learning in the classroom, students are expected to devote sufficient amount of time outside of class time studying the lessons. This includes working on the assignments, reviewing the past lessons, reading the textbook about the coming lesson, answering the selected concept and skill building exercises, and preparing for all assessments. The professor recommends a minimum of 15 minutes a day for this purpose.

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. MyCampus, 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 are 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 ACS 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	**Intended Learning Objectives** Course Introduction and Outline Expectations and the Learning Environment Unit 1: Measurement, Formulas and Kinematics Representing Motion -Define position, time, velocity -Represent and combine Vectors -Do calculations following the rules of significant figures, scientific notation, metric prefixes, exponents and trigonometry
	Intended Learning Activities Course Outline discussion Icebreaker Discussion of class learning environment Whole class discussion, individual study/work, PowerPoint presentation
	Resources and References Chapter 1 and Appendix A of textbook Teacher-made booklet on Essential Math for GAS Physics students
	Evaluation
Wk.	**Hours:** 3 **Delivery:** In Class
2	**Intended Learning Objectives** Motion in One Dimension -Describe Uniform motion -Solve problems on motion with constant acceleration -Describe and solve problems on Free Fall -Discuss expectations for Unit 1 Assignment
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation
	Resources and References Chapter 2 of textbook
	Evaluation

Wk.	Hours: 3	Delivery: In Class
3	**Intended Learning Objectives** Vectors and Motion in Two Dimensions -Represent vectors graphically -Find the rectangular components of a vector -Determine the resultant and direction of vectors	
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation, exercises/quiz	
	Resources and References Chapter 3 of textbook	
	Evaluation In process (1%)	**Weighting** 1%
Wk.	**Hours:** 3	**Delivery:** In Class
4	**Intended Learning Objectives** -Use vectors to represent motion in one or two dimensions	
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation Submit Unit 1 Assignment Write Unit 1 Test	
	Resources and References Chapter 3 of textbook	
	Evaluation Unit 1 Assignment (4%) Unit 1 Test (15%)	**Weighting** 19%
Wk.	**Hours:** 3	**Delivery:** In Class
5	**Intended Learning Objectives** Unit 2: Forces and Newton's Laws Forces -Define force -State and differentiate Newton's Laws of Motion -Draw free-body diagrams -Write equations of motion -Discuss expectations Unit 2 Assignment	
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation	
	Resources and References Chapter 4 of textbook	
	Evaluation	

Wk.	Hours: 3	Delivery: In Class
6	**Intended Learning Objectives** Applying Newton's Laws -Solve problems applying Newton's Laws -Define friction, normal force and coefficient of friction Circular Motion -Describe velocity and acceleration in uniform circular motion	
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation,exercises/quiz	
	Resources and References Chapter 5 and Chapter 6.1-6.5 of textbook	
	Evaluation In process (1%)	**Weighting** 1%
Wk.	**Hours:** 3	**Delivery:** In Class
7	**Intended Learning Objectives** -Describe force in uniform circular motion	
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation Submit Unit 2 Assignment Write Unit 2 Test	
	Resources and References Chapter 6.1-6.5 of textbook	
	Evaluation Unit 2 Assignment (4%) Unit 2 Test (15%)	**Weighting** 19%

Wk.	Hours: 3 Delivery: In Class
8	**Intended Learning Objectives** Unit 3: Gravitation, Rotational Motion and Equilibrium Newton's Law of Gravity -Solve problems on Newton's Law of Universal Gravitation Rotational Motion -Define torque and moment of inertia -Describe the rotational analogues of linear quantities -Discuss expectations for Unit 3 Assignment
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation Discuss expectations for Unit 3 Assignment
	Resources and References Chapter 6.6-6.7 and Chapter 7 of textbook
	Evaluation

Wk.	Hours: 3 Delivery: In Class	
9	**Intended Learning Objectives** Equilibrium and Elasticity -Solve problems on torque -Describe the conditions for static equilibrium	
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation, exercises/quiz	
	Resources and References Chapter 8 of textbook	
	Evaluation In process (1%)	**Weighting** 1%

Wk.	Hours: 3	Delivery: In Class
10	**Intended Learning Objectives** -Define Hooke's Law	
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation Submit Unit 3 Assignment Write Unit 3 Test	
	Resources and References Chapter 8 of textbook	
	Evaluation Unit 3 Assignment (4%) Unit 3 Test (15%)	**Weighting** 19%
Wk.	**Hours:** 3	**Delivery:** In Class
11	**Intended Learning Objectives** Unit 4: Momentum, Energy and Fluids Momentum -Define momentum and impulse -Describe conservation of momentum -Classify collisions and solve collision problems -Discuss expectations for Unit 4 Assignment	
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation	
	Resources and References Chapter 9 of textbook	
	Evaluation	
Wk.	**Hours:** 3	**Delivery:** In Class
12	**Intended Learning Objectives** Energy and Work -Define work, kinetic & potential energy, and power -Describe the conservation of mechanical energy -Solve problems on work, energy and power	
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation	
	Resources and References Chapter 10 of textbook	
	Evaluation	

Wk.	Hours: 3	Delivery: In Class	
13	**Intended Learning Objectives** Fluids -Describe fluids -Define and solve problems on density and pressure -Describe Pascal's Principle -Describe Archimedes' Principle		
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation, exercises/quiz		
	Resources and References Chapter 13 of textbook		
	Evaluation In process (1%)		**Weighting** 1%
Wk.	**Hours:** 3	**Delivery:** In Class	
14	**Intended Learning Objectives** -Describe fluids in motion -Solve problems on fluids, density and pressure		
	Intended Learning Activities Whole class discussion, individual study/work, Interactive Engagement, PowerPoint presentation Submit Unit 4 Assignment Write Unit 4 Test		
	Resources and References Chapter 13 of textbook		
	Evaluation Unit 4 Assignment (4%) Unit 4 Test (15%)		**Weighting** 19%
Wk.	**Hours:** 2	**Delivery:** Final Exam	
15	**Intended Learning Objectives** Write Final Exam		
	Intended Learning Activities Write the Final Exam		
	Resources and References Chapters 1-10 and 13 of textbook Teacher-made booklet on Essential Math for GAS Physics students		
	Evaluation Final Exam (20%)		**Weighting** 20%

School of Interdisciplinary Studies

Computer Programming Fundamentals

2015-16 Academic Year

School-Program	Year	Semester
IS - General Arts and Science Certificate (Student Success Pathway)	1	1

Course Code: PROG 1710		**Course Equiv. Code(s): N/A**
Course Hours: 42		**Course GPA Weighting: 3**
Prerequisite: N/A		
Corequisite: N/A		
Laptop Course: Yes ☒	**No ☐**	
Delivery Mode(s): In class ☒	**Online ☐**	**Hybrid ☐**
Authorized by (Dean):		**Date: April 2016**

Author		
First Name	**Last Name**	**Email**
Thom	MacDonald	thom.macdonald@durhamcollege.ca

Course Description:

This course is designed to provide students studying in any field with a foundation in computer programming fundamentals. Students will implement structured programming concepts, such as data types, basic I/O, operators and expressions, logic structures, functions, and the use of single-dimension arrays. An introduction to object-oriented programming is also provided. The programming language selected for this course is ISO (Standard) C++.

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/admissions/general-information/prior-learning-assessment-and-recognition-plar

PLAR Eligibility

Yes ☐ No ☒

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)	**Essential Employability Skill Outcomes (ESSO)**
Students receiving a credit for this course will have demonstrated their ability to:	This course will contribute to the achievement of the following Essential Employability Skills:
1. Design, test, document, and deploy C++ programs based on specifications, using relevant structured and object-based methodologies.	☒ 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.
2. Show the effective use of variables and constants to represent data for input, processing and output.	☒ EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Illustrate the three logical structures of Structured Programming through practical examples.	☒ EES 3. Execute mathematical operations accurately.
4. Illustrate the concept of modularity through the use of functions.	☒ EES 4. Apply a systematic approach to solve problems.
5. Express the concept of encapsulation through the design of simple classes.	☒ EES 5. Use a variety of thinking skills to anticipate and solve problems.
6. Demonstrate the effective use of single-dimension arrays.	☐ 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 team 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:

A full description of the Academic Appeals Process can be found at http://www.durhamcollege.ca/.

Evaluation Description	Course Learning Outcomes	EESO	Weighting
Lab Assignments: 5 practical assignments (8% each).	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES2, EES3, EES4, EES5, EES10, EES11	40
Tests: best 3 out of 4 Online tests (10% each).	CLO2, CLO3, CLO4, CLO5, CLO6	EES2, EES3, EES11	30
In-Class Exercises: ~15 planned exercises, equally weighted (~2% each).	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES1, EES2, EES3, EES4, EES5, EES8, EES11	30
Total			**100%**

Notes:

1. A midterm mark will be calculated at week 7 based the results of tests, lab assignments, and in class exercise participation. This grade will represent 30% or greater of the total available marks for the course.
2. Lab assignments are due by the due date assigned in class and posted on DC Connect. The instructor will provide a facility for the submission of late assignments up to a maximum of 72 hours after the assignment due date. All late submissions will be assessed a penalty of 25% of the total possible grade for the assignment, regardless of the number of hours late up to but not beyond 72 hours. Assignments should be submitted on time, on a regular basis, to enable you to stay on track within the class.
3. Lab assignments will be based on cumulative Intended Learning and will be assessed on a cumulative basis including all preceding labs and weekly intended learning.
4. If it is determined that a student has shared any portion of an exercise, lab assignment, or project copied from another student, ALL STUDENTS INVOLVED will receive a mark of zero for the entire assignment or project. This includes sending files to other students for review of concepts.
5. Midnight on the last school day of the last week of the semester is the final deadline for submission of any lab or assignment. No lab or assignment will be accepted after that date and time.
6. Lab assignments will be marked and returned within 10 days after the due date of each assignment as posted on DC Connect.
7. Tests will be conducted online through DC Connect and will be accessible to students for an appropriate window of time, typically at least 48 hours. These access windows will be posted on DC Connect. In rare circumstances in which a student is unavoidably prevented from completing the test for the entire access window, the instructor may grant a special access window to the student, determined on a case-by-case basis.
8. Under normal circumstances, there will be no opportunity to make-up a missed test, however, only the students' three highest grades from four online test opportunities will be used to calculate final marks.
9. All in-class exercises will take place during designated class hours. Students must be present, in class, to be eligible to participate in the exercises. No makeup exercises will be given.

Required Text(s) and Supplies:

☐ N/A

1. Bronson, G. (2012). A first book of C++ (4th ed.). Boston, MA: Course Technology. (ISBN: 9781111531003)

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Recommended Resources (purchase is optional):

☐ N/A

1. One or two USB memory keys for backing up work.

Policies and Expectations for the Learning Environment:

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) at http://www.durhamcollege.ca

Course Specific Policies and Expectations:

ATTENDANCE:

Attendance has been shown to be the best predictor of student success. This subject 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 her/his responsibility to learn what was missed prior to the next class. In-class exercises and assignments will be given, with no opportunity to make up if absent.

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.

LEARNING SUPPORT GROUPS:

Students are encouraged to form support groups of 3 to 4 people for classes, exercises and assignments. The purpose of the support group is to encourage students to rely on each other for assistance in obtaining missed material, understanding instructions and learning computer concepts if the instructor is not immediately available in lab classes. Note that exercises and assignments must be the product of each student's individual effort (see Plagiarism above).

LEARNING ENVIRONMENT:

At all times, students are expected to respect that other students have the right to a distraction-free learning environment.

WORKLOAD:

This course requires self-motivated study beyond the hours for formal instruction and independent learning. Students are expected to complete approximately 3 to 5 hours each week on their own time.

General Policies and Expectations:

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. MyCampus, 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 ACS 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: 1 Delivery: In Class	
1	**Intended Learning Objectives** Course Orientation	
	Intended Learning Activities Lecture Discussion	
	Resources and References Course Outline DC Connect Resources	
	Evaluation	**Weighting**
Wk.	**Hours: 2 Delivery: In Class**	
1	**Intended Learning Objectives** Introduction to programming concepts: - Identifiers in C++ - Console Output - Writing a Simple Console Program in C++	
	Intended Learning Activities Lecture/Demonstration Guided In-Class Instruction	
	Resources and References Chapter 1 DC Connect Resources	
	Evaluation In-Class Exercise (2%)	**Weighting** 2
Wk.	**Hours: 3 Delivery: In Class**	
2	**Intended Learning Objectives** Data Types & Declarations: - Data Types - Arithmetic Operators - Numerical Output using cout - Variables and Declarations	

	Intended Learning Activities Lecture/Demonstration Worked Examples	
	Resources and References Chapter 2 DC Connect Resources	
	Evaluation	**Weighting**
Wk.	**Hours: 3** **Delivery: In Class**	
3	**Intended Learning Objectives** - Assignment & Interactive Input: - Assignment Operators - Formatted Output - Mathematical Library Functions - Interactive Keyboard Input - Symbolic Constants	
	Intended Learning Activities Lecture/Demonstration Worked Examples Working Session	
	Resources and References Chapter 3 DC Connect Resources	
	Evaluation	**Weighting**
	Lab 1 (8%)	8
Wk.	**Hours: 3** **Delivery: In Class**	
4	**Intended Learning Objectives** Selection: - Relational Expressions - The if-else Statement - Nested if Statements - The switch Statement	
	Intended Learning Activities Lecture/Demonstration Guided In-Class Instruction	
	Resources and References Chapter 4 DC Connect Resources	

	Evaluation In-Class Exercises (2%) x 2 Test 1 (10%)	**Weighting** 14
Wk.	**Hours: 3** **Delivery: In Class**	
5	**Intended Learning Objectives** - Repetition: - The while Statement - Interactive while Loops - The for Statement - The do-while Statement	
	Intended Learning Activities Lecture/Demonstration Guided In-Class Instruction	
	Resources and References Chapter 5 DC Connect Resources	
	Evaluation In-Class Exercises (2%) x 2	**Weighting** 4
Wk.	**Hours: 3** **Delivery: In Class**	
6	**Intended Learning Objectives** - Logic Structures Consolidation - Nested selection and repetition logic - Validating numeric console input - Test case planning and desk checking	
	Intended Learning Activities Lecture/Demonstration Guided In-Class Instruction Working Session	
	Resources and References Chapters 4, 5 DC Connect Resources	
	Evaluation In-Class Exercise (2%) Lab 2 (8%)	**Weighting** 10
Wk.	**Hours: 3** **Delivery: In Class**	
7	**Intended Learning Objectives** - Modularity Using Functions: - Function and Parameter Declarations	

	- Inline Functions - Function Overloading - Function Templates	
	Intended Learning Activities Lecture/Demonstration Guided In-Class Instruction	
	Resources and References Chapter 6 DC Connect Resources	
	Evaluation In-Class Exercises (2%) x 2 Test 2 (10%)	**Weighting** 14
Wk.	**Hours: 3** **Delivery: In Class**	
8	**Intended Learning Objectives** - Modularity Using Functions: - Passing and Using Reference Parameters - Namespaces and Header Introduction - Generating Random Numbers	
	Intended Learning Activities Lecture/Demonstration Guided In-Class Instruction Working Session	
	Resources and References Chapter 6 DC Connect Resources	
	Evaluation In-Class Exercise (2%) Lab 3 (8%)	**Weighting** 10
Wk.	**Hours: 3** **Delivery: In Class**	
9	**Intended Learning Objectives** Arrays: - One Dimensional Array Basics - Array Initialization - Processing Arrays	
	Intended Learning Activities Video/Discussion Assisted In-Class Problem Solving	
	Resources and References Chapter 7	

	DC Connect Resources On-line video	
	Evaluation In-Class Exercises (2%) x 2	**Weighting** **4**
Wk.	**Hours: 3** **Delivery: In Class**	
10	**Intended Learning Objectives** Arrays: - Passing Arrays to Functions/Templates - Searching and Sorting Methods	
	Intended Learning Activities Video/Discussion Assisted In-Class Problem Solving Working Session	
	Resources and References Chapter 7 DC Connect Resources On-line video	
	Evaluation In-Class Exercise (2%) Lab 4 (8%)	**Weighting** 10
Wk.	**Hours: 3** **Delivery: In Class**	
11	**Intended Learning Objectives** Structured Programming Review	
	Intended Learning Activities Lecture/Discussion	
	Resources and References Chapters 1-7	
	Evaluation Test 3 (10%)	**Weighting** 10
Wk.	**Hours: 3** **Delivery: In Class**	
12	**Intended Learning Objectives** Object-Oriented Programming Overview - Encapsulation - Object Attributes and Behaviours - Classes: The Blueprint for Objects - Relationship Between Class and Objects	

	Intended Learning Activities Video/Discussion	
	Resources and References Chapter 10 DC Connect Resources Online video	
	Evaluation	**Weighting**
	In-Class Exercises (2%) x 2	4
Wk.	**Hours: 3** **Delivery: In Class**	
13	**Intended Learning Objectives** - Introduction to Classes - Defining your own classes - Data Members - Accessor and Mutator Methods - Constructors	
	Intended Learning Activities Video/Discussion Guided In-Class Instruction Working Session	
	Resources and References Chapter 10 DC Connect Resources On-line video	
	Evaluation In-Class Exercise (2%) Lab 5 (8%)	**Weighting** 10
Wk.	**Hours: 3** **Delivery: In Class**	
14	**Intended Learning Objectives** Consolidation	
	Intended Learning Activities Lecture/Discussion	
	Resources and References Chapters 1 - 7, 10	
	Evaluation	**Weighting**
	Test 4 (10%)	10

School of Interdisciplinary Studies

Fundamentals of Academic Success

2015-16 Academic Year

School-Program	Year	Semester
IS - General Arts and Science Certificate (Student Success Pathway)	1	1

Course Code: SUCC 3700		**Course Equiv. Code(s): N/A**
Course Hours: 42		**Course GPA Weighting: 3**
Prerequisite: N/A		
Corequisite: N/A		
Laptop Course: Yes ☐	**No ☒**	
Delivery Mode(s): In class ☐	**Online ☐**	**Hybrid ☒**
Authorized by (Dean):		**Date: April 2016**

Author		
First Name	**Last Name**	**Email**
Nathan	Wilson	nathan.wilson@durhamcollege.ca
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Course Description:

This course is designed to help students discover who they are as learners and as active agents of their own success in post-secondary and professional environments. First, this highly participatory course invites students to define what academic and career success means to them personally through self-reflection and planning exercises. Second, students are invited to cultivate strategies and techniques that help them to develop critical thinking, information literacy, goal setting, active reading, note taking, test preparatory, time- and self-management skills. Third, this dynamic course presents opportunities for students to connect with the services and resources of Durham College, so as to enhance their overall post-secondary experience. The ultimate goal of Fundamentals of Academic Success is to help students effectively identify and clarify skills, attitudes, and outlooks that help bridge the gaps between academic achievement, campus and community connections, and life outside of and after school, including personal and professional aspirations. There is a strong reflective component threaded throughout this course. The goal is for students to carefully consider their own academic desires and to create concrete plans for successful integration into future post-secondary programs.

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/admissions/general-information/prior-learning-assessment-and-recognition-plar

PLAR Eligibility

Yes ☐ No ☒

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)	**Essential Employability Skill Outcomes (ESSO)**
Students receiving a credit for this course will have demonstrated their ability to:	This course will contribute to the achievement of the following Essential Employability Skills:
1. Identify strategies that support different learning styles and personality traits to enhance personal, educational, and career success.	☒ 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.
2. Develop a post-secondary plan using appropriate goal-oriented, time- and self-management strategies and techniques for this semester and for future integration into college/university programs.	☒ EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Identify and connect with campus and community resources to support personal, educational, and career goals and to enhance the overall post-secondary experience.	☐ EES 3. Execute mathematical operations accurately.
4. Integrate theories to improve reading comprehension, note taking, and test preparation.	☒ EES 4. Apply a systematic approach to solve problems.
5. Analyze interpersonal relationships – strengths and weaknesses -- individually and in group settings.	☐ 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 team 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:

A full description of the Academic Appeals Process can be found at http://www.durhamcollege.ca/.

Evaluation Description	Course Learning Outcomes	EESO	Weighting
Active student engagement with the course, in class and online (on-going participation).	CLO1, CLO2, CLO3, CLO4, CLO5.	EES1, EES2, EES7, EES8, EES9, EES10, EES11.	20% (on-going)
Mapping Post-Secondary Success Part I: Time Management and Managing Priorities (An Action Plan for the Semester).	CLO2, CLO3.	EES1, EES4, EES6, EES10, EES11.	10% (week 4)
Mapping Post-Secondary Success Part II: Reintegrating Into Your Desired Program (An Action Plan for Future Semesters).	CLO2, CLO3.	EES1, EES4, EES6, EES10, EES11.	15% (week 8)
Learning Journals—Who Are You? Where Have You Come From and Where Are You Going? How Are You Going to Get There?	CLO1, CLO2, CLO3, CLO4, CLO5.	EES1, EES2, EES6, EES7, EES10, EES11.	20% (collected in two batches: week 7 and week 11)
Group Presentations. Please note that the group presentation mark is made up of a presentation proposal/group contract -- 5%, self- and peer-evaluations -- 5%, and the presentation itself -- 10%.	CLO1, CLO3, CLO5.	EES1, EES2, EES6, EES7, EES8, EES9, EES10, EES11.	20% (proposal due in week 9; weeks 12 and 13)
In-class test (knowledge check; review and application of key concepts, topics, etc.).	CLO1, CLO4.	EES1, EES4, EES10.	15% (week 14)
Total			**100%**

Notes:

1. A student must be present to participate in any in-class activities and to effectively contribute to seminar-style discussions. In-class activities cannot be done at another time, made up at a later date or replaced with something else. The instructor will monitor student participation in in-class discussions. In-class discussion will also lead to online responses (student participation in online discussion threads) and online activities which may involve active use of the course text.
2. All written work must be in full, grammatically correct sentences and paragraphs. Point-form written work will not be accepted and will be given a zero.
3. At the discretion of the professor, students may be invited to present their ideas in written format or in a variety of alternate formats including audio, video, multimedia etc. This will be clarified and addressed by the professor in-class/online.
4. The test will be closed book.
5. The test may include multiple-choice and true-false questions as well as short-answer or fill-in-the-blanks.

6. Absences - Test/In-Class Assignments: students who are absent from any scheduled in-class assignment and the scheduled final test MUST contact the professor prior to the starting time of the class to discuss the situation and arrange possible alternatives. If an in-class assignment or the final test is missed without sufficient forewarning, then the student will be assigned a grade of zero for that particular evaluation.
7. 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 self-assessment/learning styles activity and reflective piece, mapping the semester exercise, the first batch of learning journals, and the group presentation proposal form. At the professor's discretion, an interim mark will also include the in-process grade up to the mid-term date.

Required Text(s) and Supplies:

1. Doug Toft, Judy Corasaniti and Jeremy McQuigge. "The Essential Guide to Becoming a Master Student," First Canadian Edition. Toronto: Nelson, 2015. ISBN: 978-0-17-667532-5.

Recommended Resources (purchase is optional):

☒ N/A

Policies and Expectations for the Learning Environment:

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) at http://www.durhamcollege.ca

Course Specific Policies and Expectations:

Attendance:

Academic and professional success is directly related to attendance. I hope that you actively participate in this course. As such, students are expected to attend classes and complete assessments and evaluations. Students are expected to be punctual and to actively participate in class and online exercises and discussions. A student missing topics will be less able to complete subsequent assignments in-class and especially online. If a student is absent from class, it is his/her responsibility to learn what was missed prior to the next class.

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 professor has the right to prohibit entry to the classroom until a suitable break occurs.

E-mail:

Please regularly check your Durham College e-mail and our DC Connect course management page. The Learning Plan and its associated activities are subject to change at the professor's discretion. Therefore, regularly checking your e-mail and course page will ensure that you properly receive messages, updates, corrections, clarifications, and changes. In addition, the professor welcomes you to contact them outside of class and student hours via e-mail. The professor will make every effort to reply in a timely fashion; however, as a rule please allow the professor a 24 to 36 hour window in which to respond before following up.

Electronic Devices in the Classroom:

It is expected that all electronic devices not being used as direct learning tools be turned off during class (and put away) so that students can focus on the learning environment and also so as not to disturb other students. Those students who do not adhere to this expectation may be asked to leave. This requirement is directly related to employer expectations in the workplace. Employers discourage use of electronic devices for personal use during working hours. Such use costs employers thousands of dollars of lost revenue a year due to wasted time.

Assessments and Evaluations:

Assessments and evaluations are to be submitted by the deadline given; this means they are due at the start of class on the day indicated (as a hard-copy or an e-copy submitted in DC Connect's Dropbox folder; the professor will specify the appropriate delivery method prior to collecting work). Late assignments (those submitted after the start of class) will be given a mark of zero, unless other arrangements have been made. Requirements must be observed carefully to avoid academic penalties. Missed assignments cannot be made up through any method. Please keep in

mind: as in the workplace, failure to meet deadlines results in loss of credibility, advancement opportunities, and grades.

Returning Assessments and Evaluations:

If a student misses when an assessment or evaluation is returned by the professor, then the student must arrange to pick up the assessment or evaluation from the professor in person at a later date. You cannot have a peer pick up your graded work for you because this would be a violation of privacy.

Extra Assignments:

Students will NOT be allowed to complete “extra assignments” to “raise their mark” at the end of the term – students must complete and hand in term work as it is assigned.

Behaviour and Decorum:

Character, behaviour and academics are equally important to student success. It is expected that students will treat everyone with dignity and respect, including your classmates, professors and staff.

General Policies and Expectations:

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. MyCampus, 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 ACS 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

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

Wk.	Hours: 2 Delivery: In Class
1	**Intended Learning Objectives** Course introduction: review of the course outline (fundamentals of the course syllabus), expectations, and due dates. Main topic(s): ***Why Are You Here? Fundamentals of Being an Engaged Learner.*** • Defining academic success and your post-secondary experience; evaluate the value of higher education (getting the most out of class). • Becoming an active student—how to be engaged in your program and educational experience. Is your desired program right for you? • Reciprocity in the classroom: the professor's rights and responsibilities to him or herself and to his or her students and the student's rights and responsibilities to him or herself and to his or her professor, program, and school. • Self-discipline as the key to post-secondary success.
	Intended Learning Activities Icebreaker activity. Bookend activity: student expectations of the course (this will be revisited in Week 14). Introductory lecture and media supplement. Seminar-style small-group and guided discussions. In-class activities may include, but are not limited to: • Think/pair/share (for example, "What are the traits/characteristics of an active, engaged learner?"). • Case study analyses. • Role-plays. • Self-assessment activities. • Brainstorming. • Worksheets (for example, "Define Academic Success").
	Resources and References Handouts posted to DC Connect; all assignment instructions sheets posted to DC Connect. Toft, Corasaniti, and McQuigge, "The Essential Guide to Becoming a Master Student," pgs. 1-10.
	Evaluation **Weighting**

Wk.	Hours: 1 Delivery: Online (asynchronous)
1	**Intended Learning Objectives** Course introduction continued: review of the course outline (fundamentals of the course syllabus), expectations, and due dates. Overview of online expectations. Getting to know one's way around DC Connect. • Navigate through a course using DC Connect. • Identify the location of important tools and features to enhance learning on DC Connect. • Download a document. • Check the gradebook. • Set up notifications. • Post to a discussion forum. • Access the course outline and identify its major components. • Describe strategies that contribute to being a successful hybrid/online learner. • Understand the difference between synchronous and asynchronous online learning.
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: • Video supplements. • Participation in online discussion forum. • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components. Student questions about the outline, expectations, and due dates may be posted to a generic discussion board on DC Connect.
	Resources and References Toft, Corasaniti, and McQuigge, "The Essential Guide to Becoming a Master Student," pgs. 29-34.
	Evaluation **Weighting**
Wk.	**Hours: 2 Delivery: In Class**
2	**Intended Learning Objectives** Brief Q and A about the course outline, expectations, and due dates (an opportunity to clarify anything about the course, delivery, etc.). Main topic(s): ***Who Are You? Where Have You Come From and Where Are You Going? How Are You Going to Get There?—Fundamentals of Reflective Practice and Post-Secondary Success.*** • Reflect on past post-secondary experiences (both positive and negative). • Consider where it is that you are headed—how do you plan to reintegrate into your desired program? • Identify ways to change undesirable academic habits. • Learn to (re)discover yourself—your learning style, personality traits, emotional intelligence

	quotient, etc.—and to identify your academic aspirations and your career goals. • Learning to take personal responsibility and ownership over past, present, and future decisions—the importance of self-discipline. • Identify personal strengths and short-comings (i.e. skillsets to cultivate).
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. In-class activities may include, but are not limited to: • Think/pair/share. • Case study analyses. • Role-plays. • Self-assessment activities (for example, "How Emotionally Intelligent Are You?"). • Brainstorming. • Worksheets.
	Resources and References Toft, Corasaniti, and McQuigge, "The Essential Guide to Becoming a Master Student," pgs. 11-25, 125-126.
	Evaluation **Weighting**
Wk.	**Hours: 1** **Delivery: Online (asynchronous)**
2	**Intended Learning Objectives** Topic continued online.
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: • Video supplements (for example, Susan Cain's "The Power of Introverts," TED Talk). • Participation in online discussion forum. • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components.
	Resources and References
	Evaluation **Weighting**
Wk.	**Hours: 2** **Delivery: In Class**
	Intended Learning Objectives Main topic(s): ***Fundamentals of a Work/Personal Life Balance—Time Management Skills, Self-Discipline, and Self-Reflective Practice.***

3	• Time management as linked to achieving educational, professional, and personal goals. • Using the SMART goal-setting framework to articulate short- and long-term priorities. • Create a plan to manage your priorities: a prescription for post-secondary success in the short- and long-term. • How to maintain a positive work/personal life balance and what that means in practice. • How to overcome procrastination—the time killer.
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. In-class activities may include, but are not limited to: • Think/pair/share. • Case study analyses. • Role-plays. • Self-assessment activities. • Brainstorming. • Worksheets (for example, “Common Distractions”).
	Resources and References Toft, Corasaniti, and McQuigge, “The Essential Guide to Becoming a Master Student,” pgs. 41-56.
	Evaluation **Weighting**
Wk.	**Hours: 1** **Delivery: Online (asynchronous)**
3	**Intended Learning Objectives** Topic continued online.
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: • Video supplements. • Participation in online discussion forum. • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components.
	Resources and References
	Evaluation **Weighting**
Wk.	**Hours: 2** **Delivery: In Class**
	Intended Learning Objectives Main topic(s): ***Active Reading, Active Listening, and Note-Taking—Tips, Strategies, Practice.***

4	• Develop active listening skills: listening to learn, listening to evaluate/analyze, and listening to understand thoughts/feelings. Self-discipline and listening. • Reading strategies; reading for comprehension and knowledge retention—practice the SQ3R reading system. • What does effective note-taking mean/involve? Introduction to the Cornell format, conventional outlining, and concept mapping.
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. In-class activities may include, but are not limited to: • Think/pair/share (for example, "What are the traits/characteristics of an active listener? What are some obstacles/barriers to active listening?"). • Case study analyses. • Role-plays. • Self-assessment activities. • Brainstorming. • Worksheets.
	Resources and References Toft, Corasaniti, and McQuigge, "The Essential Guide to Becoming a Master Student," pgs. 57-66, 69-82, 119-120.
	Evaluation — **Weighting** Mapping Post-Secondary Success Part I: Time Management and Managing Priorities (An Action Plan for the Semester). — 10%
Wk.	**Hours: 1** **Delivery: Online (asynchronous)**
4	**Intended Learning Objectives** Topic continued online.
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: • Video supplements (for example, Julian Treasure's "Five Ways to Listen Better" and "How to Speak so that People Want to Listen," TED Talks). • Participation in online discussion forum (for example, "share 2 active reading and note-taking strategies with your peers, and explain why the strategies are effective"). • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components.
	Resources and References
	Evaluation — **Weighting**

Wk.	**Hours: 2** **Delivery: In Class**
5	**Intended Learning Objectives** Main topic(s): ***Fundamentals of Studying and Test-Taking.*** • Understanding the rationale for testing in post-secondary school—knowledge check v. knowledge application. • Take control of the test—considerations of what to do before a test, during a test, and after a test. • Different types of quizzes, tests, and exams—multiple-choice v. short answer, etc. • Test anxiety and stress management. • Memory and concentration techniques—introduction to the information processing model (how does memory work?). • Study habits—properly preparing for different types of tests, self-discipline, and time management. • Studying and time management. • Institutional test-related resources and supports.
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. In-class activities may include, but are not limited to: • Think/pair/share. • Case study analyses. • Role-plays. • Self-assessment and reflective activities (for example, “Explore Your Feelings about Tests”). • Brainstorming. • Worksheets.
	Resources and References Toft, Corasaniti, and McQuigge, “The Essential Guide to Becoming a Master Student,” pgs. 83-96.
	Evaluation **Weighting**
Wk.	**Hours: 1** **Delivery: Online (asynchronous)**
5	**Intended Learning Objectives** Topic continued online.
	Intended Learning Activities Introduction to and practice with online study tools including Quizlet, GoConqr, and ExamTime, among others.

	Additional connection and/or summary activities may include, but are not limited to: • Video supplements. • Participation in online discussion forum. • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components.
	Resources and References
	Evaluation **Weighting**
Wk.	**Hours: 2** **Delivery: In Class**
6	**Intended Learning Objectives** Main topic(s): ***Fundamentals for the Future.*** • Learn about various post-secondary programs offered at colleges and universities. • Reflect on your desired program.
	Intended Learning Activities • Guest speakers from various college and university programs. • Q and A with guest speakers.
	Resources and References
	Evaluation **Weighting**
Wk.	**Hours: 1** **Delivery: Online (asynchronous)**
6	**Intended Learning Objectives** Topic continued online.
	Intended Learning Activities Additional connection and/or summary activities may include, but are not limited to: • Video supplements. • Participation in online discussion forum. • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components.
	Resources and References
	Evaluation **Weighting**
Wk.	**Hours: 2** **Delivery: In Class**
	Intended Learning Objectives

7	Main topic(s): ***Fundamentals of Critical Thinking and Information Literacy.*** • Derive meanings from content that are professionally and personally relevant. • Appropriately identify and evaluate credible resources (including web resources) for academic purposes. • Identify and describe the qualities, traits, and characteristics of a critical thinker. • Identify and apply strategies to improve personal skills for decision-making and problem-solving.
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. In-class activities may include, but are not limited to: • Think/pair/share. • Case study analyses. • Role-plays. • Self-assessment activities. • Brainstorming. • Worksheets.
	Resources and References Toft, Corasaniti, and McQuigge, "The Essential Guide to Becoming a Master Student," pgs. 36-38, 99-111.
	Evaluation — **Weighting** Learning Journals for weeks 1 to 6 due in Dropbox on DC Connect. — 10%
Wk.	**Hours: 1** **Delivery: Online (asynchronous)**
7	**Intended Learning Objectives** Topic continued online.
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: • Video supplements. • Participation in online discussion forum. • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components.
	Resources and References
	Evaluation — **Weighting**
Wk.	**Hours: 2** **Delivery: In Class**

8	**Intended Learning Objectives** Main topic(s): ***Academic Integrity and Ethics—Documentation Tips, Strategies, and Practice.*** • Introduction to discipline-specific style guides and understanding their role in academia. • How to appropriately (and properly) incorporate sources into different types of academic work—direct quotes v. paraphrasing v. summarizing. • Understanding student responsibilities vis-à-vis academic integrity and ethics. • Methods to deal with ethical decisions in post-secondary school and beyond. • Interpreting a post-secondary institute's academic integrity policies (including, but not limited to, intellectual property, plagiarism, and academic dishonesty).
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. In-class activities may include, but are not limited to: • Think/pair/share. • Case study analyses. • Role-plays. • Self-assessment activities. • Brainstorming. • Worksheets.
	Resources and References Toft, Corasaniti, and McQuigge, "The Essential Guide to Becoming a Master Student," pg. 115.
	Evaluation — **Weighting** Mapping Post-Secondary Success Part II: Reintegrating Into Your Desired Program (An Action Plan for Future Semesters). — 15%
Wk.	**Hours: 1** **Delivery: Online (asynchronous)**
8	**Intended Learning Objectives** Topic continued online.
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: • Video supplements. • Participation in online discussion forum. • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components.
	Resources and References

	Evaluation	Weighting
Wk.	**Hours: 2** **Delivery: In Class**	
9	**Intended Learning Objectives** Main topic(s): ***Building Relationships—Fundamentals of Collaboration and Conflict Resolution.*** • Interpersonal communication and teamwork—what does it take to cohere as a team? • Conceptual conflict—the good type of conflict? • How to manage and navigate in-class student-student or student-instructor conflicts—make the most out of learning relationships. • How to manage and navigate conflict outside of an academic setting. • Friendships and relationships in post-secondary school and beyond.	
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. In-class activities may include, but are not limited to: • Think/pair/share. • Case study analyses. • Role-plays. • Self-assessment activities. • Brainstorming. • Worksheets.	
	Resources and References Toft, Corasaniti, and McQuigge, "The Essential Guide to Becoming a Master Student," pgs. 122-124, 127-129.	
	Evaluation Group Presentation Proposal Form completed in class and due at the end of class as a hard-copy.	**Weighting** 5%
Wk.	**Hours: 1** **Delivery: Online (asynchronous)**	
9	**Intended Learning Objectives** Topic continued online.	
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: • Video supplements. • Participation in online discussion forum. • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components.	

	Resources and References
	Evaluation **Weighting**
Wk.	**Hours: 2** **Delivery: In Class**
10	**Intended Learning Objectives** Main topic(s): ***Self-Advocacy and Resiliency Skills/Health and Wellness Strategies.*** • Dealing with personal pride and how not to let it get in the way. • Check in with yourself—how effectively do you maintain your personal wellness? Relating the importance of self-care to post-secondary success. • Learning to speak up for yourself in ways that are appropriate (in school and beyond). • Learning from failure—building self-concept (self-efficacy and self-respect). • Consider whether you are on the right track for you. • Increasing interpersonal competencies. • Expressing needs with confidence, professionalism, and respect.
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. In-class activities may include, but are not limited to: • Think/pair/share. • Case study analyses. • Role-plays. • Self-assessment activities (for example, “Assess Your Stress” and “Are You Prone to Stress?”). • Brainstorming. • Worksheets.
	Resources and References
	Evaluation **Weighting**
Wk.	**Hours: 1** **Delivery: Online (asynchronous)**
10	**Intended Learning Objectives** Topic continued online.
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: • Video supplements. • Participation in online discussion forum. • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components.

	Resources and References
	Evaluation **Weighting**
Wk.	**Hours: 2** **Delivery: In Class**
11	**Intended Learning Objectives** Main topic(s): ***Money Matters—Fundamentals of Budgeting and Finances.*** • How post-secondary students behave financially—self-discipline and money matters. • Money monitoring for life, work, and academics—controlling your expenses. • Balancing needs, wants, costs, revenues, and opportunities. • Financial aid—types of financial support and qualifying for aid. • Managing credit wisely. • How can you plan for a solid financial future?
	Intended Learning Activities Lecture and media supplement. Seminar-style small-group and guided discussions. In-class activities may include, but are not limited to: • Think/pair/share. • Case study analyses or sample money monitoring plans. • Role-plays. • Self-assessment activities. • Brainstorming. • Worksheets.
	Resources and References
	Evaluation **Weighting** Learning Journals for weeks 7 to 11 due in Dropbox on DC Connect. 10%
Wk.	**Hours: 1** **Delivery: Online (asynchronous)**
11	**Intended Learning Objectives** Topic continued online.
	Intended Learning Activities Using Durham College's "Online Budget Calculator" (http://www.durhamcollege.ca/financial-info/tuition-and-fees/online-budget-calculator). Additional connection and/or summary activities may include, but are not limited to: • Video supplements.

	• Participation in online discussion forum. • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components.
	Resources and References
	Evaluation **Weighting**
Wk.	**Hours: 2** **Delivery: In Class**
12 & 13	**Intended Learning Objectives** Main topic(s): ***Student Group Presentations.*** • Students (a) research a particular topic (related to the course but that interests them) using a variety of sources, and (b) share the information that they gather with the class in a dynamic and stimulating way.
	Intended Learning Activities Student group presentations.
	Resources and References
	Evaluation **Weighting** Group Presentations (10%); Self- and Peer-Evaluations (5%). 15%
Wk.	**Hours: 1** **Delivery: Online (asynchronous)**
12 & 13	**Intended Learning Objectives** Main topic(s): ***Strategizing Next Steps and Reviewing for the Upcoming Test.***
	Intended Learning Activities A review for the in-class test (Week 14) will be posted to the DC Connect course management page. Connection and/or summary activities may include, but are not limited to: • Video supplements. • Participation in online discussion forum. • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components.
	Resources and References
	Evaluation **Weighting**

Wk.	Hours: 2 Delivery: In Class	
14	**Intended Learning Objectives** Main topic(s): ***What Have You Learned? Where Are You Going?—Maintaining Your Momentum as a Successful Student and Bridging the Gaps between School, Work, and Personal Lives.*** • Course wrap-up and next steps for academic and professional success. • Transferable skills and key competencies moving forward. • The role of self-reflection in what comes next. Completion of in-class test (knowledge check; review and application of key concepts, topics, etc.).	
	Intended Learning Activities Bookend activity revisit from Week 01. In-class test.	
	Resources and References	
	Evaluation	**Weighting**
	In-class test.	15%
Wk.	**Hours: 1 Delivery: Online (asynchronous)**	
14	**Intended Learning Objectives** Topic continued online.	
	Intended Learning Activities Connection and/or summary activities may include, but are not limited to: • Video supplements. • Participation in online discussion forum. • The use of online resources, e.g. blogs, news supplements, academic success strategies, etc. • Learning technologies and online platforms, supplements and interactive components.	
	Resources and References	
	Evaluation	**Weighting**